

University and Research Funding Crisis

CAUT Conducts Mass Lobby on Parliament Hill

by Carolyn Masleck

The Canadian Association of University Teachers, in conjunction with the Canadian Federation of Biological Societies, the Canadian Society for Clinical Investigation, and the Biological Council of Canada conducted a mass lobby on Parliament Hill on March 11-12.

Representatives of the associations met with individual MP's of all parties to discuss three concerns: a) A rumoured cutback by the federal government of the support currently given which now amounts to 50 per cent of the operating costs of universities; b) The total freeze on scientific research undertaken by the Medical Research Council and the National Research Council; c) The question of whether both the federal government and the Council of Ministers of Education will consult with the representatives of working professors and researchers in regard to federal/provincial financing of higher education.

Ministers Met

Meetings were held with Health Minister Marc Lalonde, State Secretary Hugh Faulkner, Public Works and Science and Technology Minister C.M. Drury, House

Leader Mitchell Sharp, Justice Minister Otto Lang, National Revenue Minister Jack Cullen, Solicitor-General Warren Allmand, Finance Minister Donald Macdonald, Fisheries Minister Romeo Leblanc, Manpower and Immigration Minister Robert Andras and Conservative Leader Joe Clark. The Prime Minister was unavailable.

In addition to scheduled meetings with Cabinet Ministers who have an interest in funding education and research, the lobbyists focused on about forty MP's with campuses in their riding.

If the rumoured cuts in federal payments go through at the levels suggested in leaked reports, it could force a reduction of between 10 per cent and 20 per cent in the operating budgets of universities. The richer provinces, like Alberta and B.C. might be able to offset the loss of some federal funds, but Manitoba and Saskatchewan and especially the Atlantic provinces would be hard hit. This would mean a further increase in existing regional inequities in education.

Royal Commission Sought

The position presented by the lobbyists, therefore, was that the current level of the federal contribution to universities (including the current level of allowable annual increases) must be maintained if the universities are to be allowed merely to hold their own in the current inflationary environment. As specified in the specially-prepared brief distributed to all members of the Liberal party caucus and selected NDP, Conservative and Creditiste MP's, the lobbyists recommended that the existing agreements in the Fiscal Arrangements Act be extended for three years, to allow for careful negotiations between the federal government and the provinces as called for in the draft report of the OECD (Organization for Economic Cooperation and Development) on Canadian education. The



All photos by Ron Poling

Richard Spencer (UBC) shakes hands with C.M. Drury, while Michael Brian (Concordia), J. Bienenstock (McMaster), John Dirks (McGill) and G. Plaa (Montreal) look on.

CAUT has asked for the establishment of a joint federal/provincial Royal Commission or similar public mechanism to consider the funding of higher education and the relationship between federal and provincial governments with regard to university policy.

The CAUT is anxious to ensure that crucial decisions about the universities are not made in private discussions of tax points by the finance ministers but only after full public discussion of the effects of any proposed changes on the university system.

Cont'd overleaf



Secretary of State Hugh Faulkner.

In this issue...

Special Report on Librarians

Beginning a Series of Regional Reports



Joe Clark listens to B. Cinader (Toronto) make a point. From left, Gordin Kaplan (Ottawa), CAUT President David Braybrooke, V. Bryant (Calgary) and A. Brook (Carleton).

The CAUT Board members who took part in the lobby, and representatives from the three scientific societies reinforced this position at a reception held for members of the Liberal caucus on March 11 following the day's individual meetings, and at dinners for selected Conservative and NDP MP's.

The lobbyists emphasized that a strong federal presence in support of research in the universities of Canada is crucial for the development of the universities, of science itself, and indeed of Canada. University research in this country has suffered disproportionately in relation to in-house government research and compares unfavourably with the situation in France, England and the United States.

Research Freeze

In this academic year, the government reduced its medical and scientific grants to university researchers, and has now announced a freeze at this level for 1976-77. The Medical Research Council has this year withdrawn 3 per cent of the funds which it had already allocated to research workers, and has had to cancel its June 1976

grants competition which is particularly designed for scientists entering the profession. The federal freeze at a time of high inflation amounts to a cutback in research funding, and a curtailment of projects already in progress.

Gordin Kaplan, president of the Canadian Federation of Biological Societies, says that if the government insists on its freeze on research funds "several hundred" of the 10,000 laboratory technicians in Canadian universities will be laid off.

Medical researchers in one project at the University of Manitoba have recently been forced to reduce their complement of technicians from 15 to 8.

On average, two-thirds of a typical grant is used to pay salaries of technicians and assistants. Thus the freeze of MRC and NRC budgets is not an invitation to professors to join in wage restraint but a restriction on the most underpaid in the university and a serious curtailment of the purchase of equipment necessary to sustain ongoing research.

Restore Purchasing Power

The second major recommendation of the lobbyists, therefore, is

that the government restore some of the lost purchasing power to the granting councils (MRC, NRC and Canada Council). An increase in these budgets to the percent allowed by the Anti-Inflation Board for increase in salary would not undo the effects of the restrictions of the last seven years. It would counter the effects of the inflationary decrease in purchasing power of the grants and it would permit salary increases for technicians and professional assistants without creating the need for either a complete freeze on their salaries or for a cutback of skilled personnel.

The lobbyists also pointed out to the MP's that in many cases universities are one of the major employers in their riding. The Universities of Guelph and Mount Allison for example, are the largest employers in the communities in which they are located, while Memorial, Queen's and the University of New Brunswick are the second largest.

Under the provisions of the Federal-Provincial Fiscal Arrangements Act, the federal government this year supplied \$1,345.2 billion to the provinces for higher education funding — \$511 million in direct cash transfer and \$834.2 million in tax offset under the equalization formula.

Those who participated in the lobby are currently preparing summaries of their meetings with MP's for the CAUT Relations with Government Committee. The Committee will be asking local faculty associations to assist in following up at the provincial government level the positions presented by the lobbyists to federal MP's.

Meetings with Members of Parliament were arranged with the assistance of Harvie André (PC-Calgary Centre), C.A. Gauthier (Creditiste-Roberval), Frank Maine (Liberal-Wellington) and David Orlikow (NDP-Winnipeg North).



Warren Allmand speaks to John Dirks and Michael Brian.



Marc Lalonde meets with Gordin Kaplan, A. Arseneault and F. Lamy (Sherbrooke), Jean-Paul Audet (Montreal) and David Braybrooke.

CAUT

Current Fee Scales (Monthly)*

Full Professor	\$3.92
Associate Professor	2.91
Assistant Professor	2.37
Others (Full-time)	1.92
Part-time	0.57
The average monthly fee is	\$2.78

*Includes per capita levy for all categories except part-time.

The Symons Report

Canadians Do Not Know Themselves

by Carolyn Masleck

After a three-year inquiry into the state of teaching and research in studies relating to Canada, the Commission on Canadian Studies established by the Association of Universities and Colleges of Canada has released the first volume of its Report.

The Report's major conclusion is that "As things stand now, there are few other countries in the world with a developed post-secondary system that pay so little attention to the study of their own culture, problems and circumstances in the university curriculum."

The major responsibility for such neglect, according to the Commission, rests with Canadian members of the university community. It found that many Canadian scholars do not think that Canada is a sufficiently interesting subject for study or research. While they have accepted the validity of courses dealing with other countries, they have treated Canadian-oriented courses and research with

"scepticism if not with outright disdain."

The Chairman of the Commission is Thomas H. B. Symons, a writer and teacher in the field of Canadian history. He was founding President of Trent University and was appointed Chairman of the Ontario Human Rights Commission in 1975.

Working with an advisory panel of scholars, Professor Symons supervised the examination of 1000 briefs and submissions and participated in 40 public hearings. The Commission had a liaison person from every university and college to gather information and records. In addition, the Commission met with representatives of over 200 academic bodies, educational organizations and other associations.

From this wealth of data, the Commission has produced a 350-page Report containing 295 specific recommendations and more than 1,000 general recommendations in the body of the text. Rec-

ommendations are directed to the university community, to community colleges, to faculty, students and administrators, to governments and to the private donor.

For purposes of its inquiry, the Commission considered as Canadian studies teaching or research in any field that, as one of its major objectives promotes knowledge about Canada by dealing with some aspect of the country's culture, social conditions, physical setting or place in the world. It sought to identify areas in which Canadian studies were being neglected and to show the opportunities for developing such studies.

As an example, the Commission notes that the Canadian North has not been studied adequately, although Canada's economy is largely resource-based, and important decisions about northern petroleum and resources development must be made in the near future.

The Commission notes, however, that the neglect of certain Canadian problems is not solely the fault of the universities. Certain studies are not undertaken because private industry and government departments will not release a great deal of pertinent information. In other cases research funds are not made available.

Commenting in an interview on the current government freeze on research undertaken by the

National and the Medical Research Council, Professor Symons said, "It is an act of lunacy to cut back on research in a society which is so dependent on the results of research for its own well-being and future progress." He said that cutting back in a period of economic tightness indicates there is "not a full perception of how important research is, how it creates opportunities, wealth and employment as part of developing strength in the Canadian academic community."

Professor Symons emphasized that the Report's many recommendations are part of a longterm process which must begin with a total revamping of the academic community's attitudes and priorities. The Commission was repeatedly told that the "big problem is not so much that of de-Americanization of our universities as that of selling Canada to Canadian academics."

What is now required, concludes the Report, is deliberate action on the part of universities, funding agencies, learned societies and individual scholars and students to ensure that adequate and sustained attention is given in the curriculum and in research to subjects relating particularly to Canada.

A detailed and comprehensive analysis of the Report and its recommendations will appear in the next issue of the Bulletin.

INTRODUCING

A STIMULATING NEW SERIES...

Out of the desire of the **Canadian Association of University Teachers** to provide a national forum for an informed examination of the problems facing Canadian universities today comes a series of **topical, factual and controversial** monographs. Solidly based on original research, each book is written in a scholarly yet popular style to inform both the academic and the taxpayer. Naomi Griffiths is Series Editor. We are pleased to present the first two books:

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But Can You Type?

Canadian Universities and the Status of Women
by Jill Vickers and June Adam

In a detailed, hard-hitting and lively manner, two university teachers examine the role of women in Canada's universities and the effect that their role has had, and is having, on society and government in general and on the status of Canadian women in particular, and challenge the universities to move to rectify the situation. Even the doubting will realize that **change is necessary!**

If Teaching Is Important . . .*

The Evaluation of Instruction in Higher Education
edited by Christopher K. Knapper, George L. Geis,
Charles E. Pascal, Bruce M. Shore

Academic experts from across Canada ask: Should university teachers be evaluated? If so, with what goals in mind and by what method should they be judged? What are the effects of teacher evaluation on teaching performance, on staffing, on promotion? This thought-provoking book deserves careful study by anyone who is concerned about the quality of teaching in our universities today.

*Originally titled *Scaling the Ivory Tower*.

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Indicate membership by faculty association

WESTERN REPORT

by Ron Lowe



UMFA Negotiating Second Contract

Since the first contract was signed last year, several professional groups have requested the University of Manitoba Faculty Association (UMFA) to negotiate agreements on their behalf. Social Work, Foods and Nutrition, and Medical Rehabilitation have signed agency agreements with UMFA. A total of 75% of the faculty at the University of Manitoba are now members of certified bargaining units. Negotiations on the second contract began on February 12 with UMFA negotiating on behalf of all four units.

U of Manitoba Releases "Priorities" Report

A Report of the Joint Board/Senate Committee on University Priorities of the University of Manitoba has just been released, although it has not been reviewed by the Board or Senate. The Committee was charged with the responsibility of establishing criteria to be applied in determining priorities, procedures by which the criteria are to be applied, and to develop a set of priorities for the allocation of funds. Recommendations of the Committee include:

- * greater inter-departmental cooperation to increase teaching efficiency and avoid duplication,
- * an increase in tuition fees and that the government be urged to provide additional student funding,
- * an academic appraisal of all graduate programs since qualifications in some programs may be questionable,
- * consideration of a selective reduction in student enrolment because of insufficient resources, staff or space.

The University of Manitoba's Presidential Selection Committee is expected to submit the names of three candidates to the Board of Governors by the middle of March.

Matched - Pair Study at Winnipeg

A Status of Women Committee at the University of Winnipeg is presently conducting a matched-pair study to identify salary anomalies that may exist at the University. Results of the study are expected in the near future.

Another committee has been examining the working relationships between the Faculty Association and the university. Voluntary recognition and other alternatives to the present "status quo" have been considered. The committee has recommended that the University of Winnipeg Faculty Association seek voluntary recognition. The faculty association has also presented its 1976-77 salary brief to the university for consideration. It is anticipated that moderate increases will be granted in line with the Federal Government's anti-inflation guidelines.

Saskatchewan and Regina Consider Certification

Following a recent Labour Relations Board ruling at the University of Saskatchewan which concluded the faculty association has no legal status to bargain with the university, the executive of the faculty association decided to provide members with an opportunity to examine the "pros" and "cons" of certification. Several meetings have been planned in which the issue will be discussed. A decision on whether the faculty association should seek certification will be made before the end of the 1975-76 academic year.

Certification is also being examined by faculty members at the University of Regina. The executive voted in favour of taking the necessary steps to certify and held a mail ballot following a series of information meetings and the dissemination of opinion papers. The results were as follows: 230 ballots cast out of a possible 310, of which 147 favoured certification and 79 were against; 4 ballots were spoiled.

Alberta Adult Education Act Withdrawn

On January 22, the Minister of Advanced Education and Manpower announced that the proposed Adult Education Act had been withdrawn. The draft act received an overwhelming negative response from all sectors of the educational community. In its place, the province will retain the Universities Act, the Colleges Act (etc) and make amendments where necessary. The Minister has indicated his intention to make changes in the present legislation and has indicated a willingness to accept briefs and representations from the groups directly affected.

The Universities of Lethbridge, Calgary and Alberta have requested 25% increases in tuition fees in response to the Province's 11% ceiling on grant increases.

The Province has also established a Provincial Curriculum Committee with one position reserved for a person from the field of advanced education. CAFA, the Confederation of Alberta Faculty Associations, will nominate a representative to this Committee.

Salary Negotiations

The progress of salary negotiations at all three universities has been slow in response to a lack of detailed budgetary information from the provincial government. However, operating grants have now been revealed to the universities and negotiations should be more productive in the near future.

The draft Universities Academic Pension Plan proposed by the Minister of Advanced Education has received approval in principle from the faculty associations at the three universities. At a recent meeting with faculty association representatives, the Minister agreed to ensure the new Pension Plan could receive the necessary approval in the Spring of 1977.

Notre Dame Status in Question... Again

Once again, the continued existence of Notre Dame University of Nelson appears to be in jeopardy. The Minister of Education in the new Social Credit government has advised N.D.U. to apply to the B.C. Universities' Council for a 1976-77 operating grant. In the past, N.D.U. has been receiving a direct grant from the Department of Education and has not dealt with the Universities' Council. In fact, the jurisdiction of the Universities' Council (according to the Universities' Act) does not include N.D.U.

The issue is further complicated by the fact that the Universities' Council has already sent its recommendations to the government on 1976-77 operating grants for U.B.C., Simon Fraser and the University of Victoria. There are no funds remaining for allocation to N.D.U.

Consequently, N.D.U. has been placed in the untenable situation of having to apply for an operating grant to an organization which has no clear mandate to make such a commitment even if funds were available.

The issues has caused another serious disruption to the educational process at N.D.U. and will continue to do so until the matter is finally resolved. Representatives from CAUT, CUFABC and FANDU have met with the Universities' Council to discuss the problem, and some optimism has been expressed about the result.

Simon Fraser Librarians Gain Equality

Following a review of the status of librarians at Simon Fraser University, the Senate has approved a motion which gives librarians equality with other faculty members for the purposes of nominations, elections and voting. Simon Fraser is the first university in B.C. to extend such status to librarians.

Mr. Lowe is CAUT's Western Regional Officer, based in Edmonton.

Lakehead University

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Carleton Unfair to Canadians Professor Charges

by Carolyn Masleck

Carleton English professor Robin Mathews charges in a recently-completed study that Carleton's hiring practices are "racist" because they fail to give preference to Canadian citizens. Moreover, he says, these practices reflect an attitude held by university administrators across the country: "Canadians are assumed — consciously or unconsciously — to be the inferiors of people from other nations".

Professor Mathews cautions that reports and statements from government and other statistical agencies do not accurately reflect the citizenship of those hired by Canadian universities, because many count landed immigrants as citizens when supplying the figures.

"We have tried to impress upon governments," Professor Mathews writes in his report, "that landed immigrant status is abused in Canadian universities... that the taking of landed immigrant status may not be a sign that the immigrant wants Canadian citizenship so much as he or she wants a job in Canada with better conditions than he or she could get in his or her own country."

He charges that the Carleton University administration acts in violation of the University Senate ruling on advertising and hiring and of the CAUT position on advertising and hiring. The administration, continues Professor Mathews, also violates the spirit and the letter of the recommendations pertaining to colleges and universities contained in the *Interim Report* of the Ontario government's Select Committee on Economic and Cultural Nationalism (1973).

In order to support his allegation that Carleton's administration violates the Senate stipulation requiring advertisement of all positions in AUCC's *University Affairs* and the CAUT *Bulletin*, Professor Mathews cites eight examples of positions filled at Car-

leton by non-Canadians: positions which he says were never properly advertised to permit Canadians to apply.

Professor Mathews notes that of the 35 new faculty appointments made for 1975-76 only 17 (or 48.6 per cent) were to Canadians. Of the 18 non-Canadians hired, only four were landed immigrants. This percentage represents a significant drop from the last few years. In 1973-74 Carleton's new appointments were 87.5 per cent Canadian and in 1974-75, 72.7 per cent Canadian.

In examining the recently-signed collective agreement at Carleton, Professor Mathews dismisses as valueless a clause specifying that Canadians be given preference where candidates are otherwise equally qualified because, he says, "No machinery whatever is made for checking to see if (the) Article 9.2 is being followed."

The report concludes by recommending that the government of Ontario legislate into existence preferential treatment for Canadians, including public scrutiny of cases where Canadians are not hired.

The figures on hiring quoted by Professor Mathews are indicative of those across the province, according to statements by Colleges and Universities Minister Harry Parrott. Questioned by New Democrat MPP Elie Martel (a member of the Select Committee studying university hiring practices, whose help Professor Mathews has enlisted in an effort to obtain data from Carleton President Michael Oliver) as to what he intended to do about the hiring practices at Carleton, the Minister indicated he may introduce measures to rectify the situation, although not before spring. Despite the insistence of Mr. Martel, Mr. Parrott said he doubted whether actual legislation would be introduced.

Michael Oliver Responds

In response to Professor Mathews charges, Carleton President Michael Oliver issued the following statement:

"In filling academic positions, it is Carleton's policy to seek out Canadians and to hire them while maintaining our obligation to obtain the best person for the position. The Carleton University Academic Staff Association and the University Administration have recently signed a collective agreement, one clause of which reads:

'When the qualifications of Canadian and non-Canadian candidates for an opening are substantially equal, a department, its equivalent, or the library, shall be expected to recommend to the President through the appropriate Dean or University Librarian that the most qualified Canadian candidate be appointed.'

Exceptions shall be reported to Senate within thirty (30) days by the President.' (Article 9.2).

"There is also a Senate resolution:

'that all faculty and senior administrative openings must be advertised prior to selection of appointees, preferably in the A.U.C.C. publication *University Affairs* and, also elsewhere, in particular in the C.A.U.T. newsletter; and that emergency appointments may be made without advertising at the discretion of the President but that details of all such appointments must be laid before the Senate and the Faculty Association.'

"Also, the collective agreement now states:

'To ensure accessibility of posts at Carleton University to the most highly-qualified candidates, all faculty, professional librarian, and

senior academic administrative openings must be advertised, prior to selection of appointees in various publications including *University Affairs* and the CAUT *Bulletin*. Appointments of extreme urgency may be made without advertising at the discretion of the President but all details of such appointments must be laid before Senate within thirty (30) days by the President.' (Article 9.1)

"An examination of hirings over the past year indicates that the positions were advertised in a variety of ways, among which were ads in Canadian newspapers, letters to department chairmen in universities across the country, ads in academic journals, etc. It has not been University practice to advertise for visiting professors. The only other positions not advertised were one-year term appointments in which the incumbent's term was extended for an additional year.

"There have been problems with efforts to advertise in *University Affairs* and the CAUT *Bulletin*. During the last few years, it has been impossible for Carleton to give its departments permission to hire before mid-January because of the late date at which the Ministry of Colleges and Universities has informed the University about its budget situation.

"In 1974-75, the deadline for the February issue of *University Affairs* was January 1. The CAUT *Bulletin* deadline for the January issue was December 6, and for the March issue, January 24. Similar deadlines exist for 1975-76. Therefore, Carleton's departments have had the choice of not advertising in the above publications, or of doing so 'pro forma' with little expectation of results, as most hiring must be completed in the early spring, at the latest."

President Oliver pointed out that the most recent update on nationalities of faculty show that 73 per cent of the full-time faculty at Carleton are Canadian.

From Joe Clark's Platform

Science Policy

Government should avoid the temptation to cut back the budget for research and development. Since the benefits of research and development occur in the future and the cost in the present, it is all too easy to cut back. However, if we lose our talented citizens and we do not develop new products, we will be much the poorer for it.

We have to develop a serious science strategy, in which we pick out several areas of scientific research which would meet our needs and give them generous support. For example, given its geography, Canada should become a world leader in transportation and communications research and technology.

PC Convention, Feb 1976

THE UNIVERSITY OF CALGARY ACCOUNTING PERSONNEL

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Calgary, Alberta T2N 1N4



CAUT Fee Report

The CAUT this year struck a committee to consider a revision of the CAUT fees composed of Robert Hanrahan (Brock), Edgar Leger (Moncton), Brandt Miller (Western), Richard Spencer (UBC), and Gordon Unger (Alberta). The committee was advertised in the *CAUT Bulletin* and submissions from all members were requested. The committee has reported to the CAUT Executive and Board recommending a

variable fee which depends to a certain extent on the level of local and provincial fees. The Executive and Board are recommending this fee structure to the Council to take effect on 1 July 1977. The complete fee report has been sent to each local and provincial association and is available from your local association office or president. Copies may be secured from the CAUT office. The full fee report will be printed in a subsequent issue of the *CAUT Bulletin*.

Yale Will Record Failing Grades

The faculty of Yale University has voted to reinstate the practice of recording failing grades on students' transcripts.

Since 1972, when the university adopted its current grading system, students could receive F's—but the failing grades were not recorded on transcripts because Yale wanted to encourage students to take courses outside their field of major study without fear of hurting their chances for admission to graduate or professional schools.

the absurd situation in which a failing grade is more desirable in the eyes of many students than a D or even a C." About 1 per cent of the grades awarded each term at Yale are F's.

The Yale student government opposed the restoration of F's to the transcripts. Said one council member: "For the majority of students at Yale who care about their work, failing is punishment enough without it going on the public transcript."

However, a faculty report noted that the system "had produced

Reprinted From The Chronicle of Higher Education, January 26, 1976

CAUT Collective Bargaining Officer

Collective Bargaining Officer, commencing September 1976. A full-time officer based in Ottawa for special duties in the area of collective bargaining and related matters. Preference for a law school graduate with some experience in university work or in private labour law practice or in employment related to collective bargaining. Post requires travel. Closing date: 30 March 1976. Address: Executive Secretary, CAUT, 66 Lisgar, Ottawa, K2P 0C1.

CAUT Research Officer

Research Officer, commencing September 1976. A full-time officer based in Ottawa to direct the operations of the CAUT in regard to economic benefits, salary data and analysis, relations with the Anti-Inflation Board etc. Salary according to experience. Closing date: 30 March 1976. Address: Executive Secretary, CAUT, 66 Lisgar, Ottawa, K2P 0C1.

ERRATUM

The September issue of the *Bulletin* incorrectly listed the author of the review "Looking Back: The Women's Movement in Canada", as Janifer Brown. The author's correct name is M. Jennifer Brown. We regret the error and any confusion it may have caused.

CAUT Collective Bargaining Services

Staff Ian McKenna. Lecturer in economics at the University of Dundee. Research Officer of the Ontario Department of Labour. Secretary of the Government of Ontario Commission on collective bargaining in the hospital system. Secretary of the CAUT Collective Bargaining Committee.

CAUT is advertising for a staff member with legal qualifications.

Bargaining: CAUT staff officers have participated at the table in the negotiations of first contracts at Manitoba, Carleton, St. Mary's and Nelson.

Research: (1) CAUT Clause Finder. This is a compilation by subject of university policies and contract clauses at both unionized and ununionized universities, with an extended introductory analysis for each chapter. The following chapters have been commissioned:

"Dismissal" by D.C. Savage (Published) \$5.00 ★

"Tenure" by D.C. Savage (Published) \$5.00 ★

"Financial Exigency" by J. Vickers and D.C. Savage (In Preparation)

"Management Rights and Continuing Practices" by Ken Swan (Queen's) (In Preparation)

"Copyright" by Jack House (OISE) (In Preparation)

"Non-Renewal" by Vic Sim and J. Stevens (Guelph) (in Preparation)

"No Discrimination Clauses" by D.C. Savage (In Preparation)

"Individual Rights" by I. McKenna (In Preparation)

Research: (2) Surveys of University Fringe Benefits. Surveys available on dental insurance, life and long term disability. Sabbaticals. In preparation — maternity leave, update of sabbatical policies.

Research: (3) CAUT Arbitration Service. CAUT will be compiling an ongoing compendium of arbitration cases involving university professors indexed and with commentary. This reporting will involve both uncertified and certified associations although the former will only be included where a case is heard in public or the judgment is released. (Publication in April).

All research material has been distributed without charge

★ For non-CAUT members, \$6.50.

to all local and provincial associations. Members of CAUT may borrow copies from their local association. Individuals may purchase items as indicated.

Research: (4) CAUT Collective Bargaining Handbook by Ian McKenna

A survey of problems and possible solutions involved in the collective bargaining process. (Publication in May).

Collective Bargaining Committee: The purpose of this committee is to assist the CAUT Executive in overseeing the work of the CAUT in collective bargaining; to give expert advice to the CAUT and its local and provincial associations, and to monitor the CAUT Collective Bargaining Fund. Membership:

Roland Penner (Law, Manitoba) Mark Thompson (Industrial Relations, UBC). Bernard Adell (Law, Queen's). Ken Swan (Law, Queen's). Jose Rose (Business Administration, UNB). Jill Vickers (Political Science, Carleton). Jean-Denis Gagnon (Law, Montreal). Ken Moore (Library, UNB).

Corresponding Members: Central Office distributes, to the corresponding members which have been appointed by associations, information on a variety of issues of interest to associations studying or engaged in collective bargaining. Associations wishing to appoint a corresponding member should contact Central Office.

Collective Bargaining Fund: The CAUT Board has created a fund which may be used to help local associations defray the costs of seeking certification provided such costs are negotiated in advance with the CAUT. In Ontario, CAUT and OCUFA have formally agreed to a cost-sharing formula to meet these expenses.

OCUFA: CAUT maintains a working relationship with OCUFA through a joint CAUT/OCUFA Committee on Collective Bargaining which ensures that there will not be a duplication of services in Ontario. OCUFA has conducted preliminary surveys, with the aid of legal counsel, of the legal situation of each Ontario university in regard to possible certification. OCUFA staff are available to assist local associations in collaboration with CAUT staff.

Campus Purges Grow as Brain Drain Continues

by Patrick Knight

In spite of the sacking of almost a third of university staff, the suspension of 20 per cent of students, the abandonment of reforms introduced since 1966 and the remoulding of the universities on strictly authoritarian lines by rectors drawn from the armed forces, it appears that the Junta is by no means satisfied with the state of Chile's eight universities.

General Gustavo Leigh, one of the ruling Junta, said at the Catholic University of Valparaiso in October, for example, that "the purges within the universities have not proceeded with sufficient vigour. Many of those who appeared to have changed their attitude have shown that they were merely awaiting a better opportunity to renew their political activities and their subversive work. The task of purging must proceed in a more effective and rapid manner".

In fact, the Junta maintains its particular hatred for intellectuals, and they consider that the universities were largely responsible for the decline of the State as they visualize it should be.

To quote General Leigh again: "We are in the midst of the Third World War, as defined by Solzhenitsyn and we must not forget the responsibilities of all the universities for the deterioration of Chilean civic life prior to 1970, which helped pave the way for the Marxists to assume power".

Flexible courses, with students selecting their own mix, elections of university staff and authorities by academics, staff and student bodies, continual assessments, the reorganization of the universities on a departmental basis, the expansion of extension work, the setting up of study centres in major factories, special short courses for working students and the involvement of the community, through consultative bodies, in the running and planning of the universities, have all been abolished since the coup.

The Junta wants the universities to fit within the market economy. Funds are to be raised by contracting with industry, commerce and the Government for research and raising student fees as high as the market will bear, each institution being able to charge what it likes for its courses.

It was initially hoped that this system could be introduced by 1976, but reaction has been so hostile and the general economic climate so bad, that the date has been put back.

A massive brain drain continues. Initially the social sciences and education were hardest hit, with an average of 50 per cent of staff at all universities being sacked in these disciplines, many to be subsequently imprisoned, some shot.

More recently the exodus has affected the faculties of engineering and technology, exact sciences and mathematics. A report early this year by Conicyt, Chile's research coordinating body said that 643 research personnel had left the country since 1973 out of a total of some 3,000 researchers and that the pace was accelerating.

More than half gave poor pay as the reason for leaving, followed by the lack of adequate facilities, while political factors came a poor third. The anticipated return of those who had left during or before the Popular Unity period has not occurred, despite generous repatriation allowances. The situation was described as "the greatest crisis in scientific development that Chile has ever known" in the Conicyt report.

At the same time the universities are being run down. There were 5,000 fewer vacancies in 1974 than 1973, and 7,500 fewer vacancies this year that last, a 10 per cent and a 15 per cent cut respectively.

The share of the education budget allocated to the universities has dropped from 47 per cent in 1972 to 37 per cent this year, while education as a whole received only 2.7 per cent of the national budget this year, compared with 19 per cent in 1972.

The universities were previously guaranteed a fixed proportion, some 11 per cent, of budget funds, and were thus protected against inflation. Now spending on education, health, housing and social sciences together is less than for defence.

To enable high fees to be charged, a scheme of student loans has been devised, involving students paying back the money over a period three times as long as their courses.

The employment situation in Chile, however, where it is reliably estimated that there will be a 15-20 per cent drop in gross national product this year—one of the most substantial cutbacks ever experienced by any country—has hit students so hard that the scheme has yet to be implemented.

Within the faculties, emphasis has swung totally away from seminars, discussion groups and practical work. Students are now back on a monotonous diet of lectures only, 75 per cent of which are compulsory in the first years, with no options to choose from. The rector of the University of the North announced that he was aiming for students to study 90 per cent of the time, have 10 per cent of time for recreation and no time left for political activities.

Perhaps more ominous for Chile and her neighbours are new courses in National Defence and other nationalistic and military subjects,

for which new staff are being recruited at all universities: 96 hours of compulsory classes, over a three month period, are aimed at "making future professionals aware of the dangers to our soci-

ety". Meanwhile, the list of proscribed books now includes Duverger's Political Parties and works by Professor John Kenneth Galbraith.

Reprinted from the Times Higher Education Supplement 26/12/75

UNIVERSITIES UNDER C.A.U.T. CENSURE

The following university administrations have been censured by the Council of the Canadian Association of University teachers:

Simon Fraser University (May 1971)

(Under the third stage of censure imposed on this university, the C.A.U.T. warns its members not to accept employment with the censured university. Page 69, C.A.U.T. Handbook.) Also censured are:

Université du Québec à Montréal (November 1970)

University of Ottawa (May 1972)

Mount Allison University (November 1970)

* * * * *

UNIVERSITÉS FRAPPÉES DE CENSURE PAR L'ACPU

Le Conseil de l'Association canadienne des professeurs d'université a frappé de censure les administrations des universités suivantes:

Université Simon Fraser (mai 1971)

(À la troisième étape de la censure prononcée contre cette université, l'ACPU avertit ses membres de ne pas accepter d'emplois auprès d'elle. Voir la page 71 du Guide de l'ACPU.)

Sont également frappées de censure les universités suivantes:

Université du Québec à Montréal (novembre 1970)

Université d'Ottawa (mai 1972)

Université Mount Allison (novembre 1970)

UNIVERSITÉ DE MONCTON

POSTES VACANTS:

PROFESSEURS EN MANAGEMENT, MARKETING, FINANCE, MÉTHODES QUANTITATIVES, COMPTABILITÉ, ADMINISTRATION PUBLIQUE ET INFORMATIQUE

Enseignement au niveau du baccalauréat et de la maîtrise, recherches et participation à différents comités.

QUALIFICATIONS:

Préférence sera accordée aux détenteurs d'un doctorat. Les candidats titulaires d'une maîtrise avec de l'expérience dans l'enseignement et/ou dans le secteur privé ou public seront également considérés.

RÉMUNÉRATION:

Rang professoral et salaire à négocier.

Faire parvenir un curriculum vitae complet au:

**DOYEN
FACULTÉ D'ADMINISTRATION
UNIVERSITÉ DE MONCTON
MONCTON, N.-B., CANADA
E1A 3E9**

Set Them Free

AMNESTY INTERNATIONAL

by Jean E. Sonnenfeld

There were many professionals in Cuba who disliked the Batista Regime, and who welcomed Castro's revolution in 1959. However, when it became apparent that the new regime intended to impose communism on the country, some became disillusioned. Those who expressed their disillusionment vocally were brought before Revolutionary Tribunals and given lengthy prison sentences.

Andreas Cao Mendiguren is a physician who used to teach at the School of Medicine of the University of Havana. Like many other Cubans, he at first welcomed Castro's victory and reforms. But as events progressed, he could not accept the subsequent commitment to communism. He refused to teach the official ideology at the University of Havana. Moreover, he could not renounce his Christian beliefs.

Dr. Cao was arrested in November 1960 and was accused of being a counter-revolutionary, although he had never used or advocated violence. Shortly after the overthrow of the Batista government, Fidel Castro's administration set up Revolutionary Tribunals to try Cubans considered guilty of collaborating with the former regime. Legislation had been established defining political crimes. Because Dr. Cao had criticized the Castro government, the Revolutionary Tribunal considered him guilty of threatening the security of the State. Like others who were tried by Revolutionary Tribunals, he was given a minimal opportunity to defend himself. On February 24, 1961, the Revolutionary Tribunal sentenced him to twenty years' imprisonment.

His wife, who lives in exile in Florida, has difficulty communicating with her husband, but she has learned that his health is very poor. Dr. Cao suffers from diabetes mellitus and a congenital eye

disease which will eventually result in total blindness. His condition is worsening during his imprisonment.

Like Dr. Cao, Huber Matos Benitez is another teacher who supported Castro's revolution until he became disillusioned with the increasing communist trend. An opponent of the Batista regime, Señor Matos had been appointed commander of the rebel army for the province of Camaguey. On October 19, 1959 he resigned and two days later was arrested on the personal orders of Fidel Castro. He was charged with treason, and, like Dr. Cao, was sentenced to twenty years' imprisonment by a Revolutionary Tribunal.

In the late 1960's the Cuban government initiated a rehabilitation programme for political prisoners. Preferential treatment was given to prisoners who renounced their former opposition to Cuban communism and agreed to be rehabilitated in accordance with the principles of the present government.

Señor Matos has refused to enter this programme. For those who refuse to be rehabilitated, conditions have deteriorated sharply. Among other hardships, they are subjected to psychological threats. Moreover, Señor Matos does not receive the medical care he needs.

If you wish to help your colleagues who are prisoners of conscience in Cuba to regain their freedom and their right to teach, write a courteously worded letter on their behalf to Fidel Castro, Premier Ministro, La Habana, Cuba. For more information, write to Amnesty International Canada, 2101 Algonquin Avenue, Ottawa, Ontario K2A 1T2.

This space has been made available to Amnesty International as an indication of support by CAUT of the aims of AI. Support of particular cases is a matter of individual conscience on the part of CAUT members.

Du Programme de Joe Clark

La politique des sciences

Le gouvernement devrait résister à la tentation de couper le budget pour la recherche et le développement. Puisque les avantages de ceux-ci se produiront dans l'avenir si le coût est dans le présent il est trop facile d'y ajouter des contraintes. Cependant si nous perdons nos citoyens doués et si nous ne développons pas de nouveaux produits, nous en serons appauvris.

Il faut développer une stratégie sérieuse envers la science dans laquelle nous pourrions choisir plusieurs sections de recherches scientifiques qui pourraient combler nos besoins et leur accorder tout notre appui. Par exemple, à cause de sa géographie le Canada pourrait être un initiateur dans certains domaines tels le transport, les communications, la recherche et la technologie.

Congrès du Parti PC, Février 1976

RÉPUBLIQUE ALGÉRIENNE DÉMOCRATIQUE ET POPULAIRE

MINISTÈRE DE L'ENSEIGNEMENT SUPÉRIEUR ET DE LA RECHERCHE SCIENTIFIQUE

Le Ministère de l'Enseignement Supérieur et de la Recherche Scientifique recrute pour les universités d'Alger, d'Oran, de Constantine des Sciences et de la Technologie d'Alger, de Annaba et le Centre Universitaire de Tlemcen des Professeurs, des Maîtres-Assistants et Assistants dans les disciplines suivantes:

- Mathématiques
- Physique
- Chimie
- Sciences Politiques
- Sciences de l'Ingénieur
- Journalisme
- Agronomie
- Comptabilité
- Économie
- Droit
- Géologie
- Biologie
- Sociologie
- Géographie
- Médecine
- Sciences commerciales.

Les personnes intéressées peuvent s'adresser à: Ambassade d'Algérie, 435 Daly Ave, Ottawa, Ontario. K1N 6H3.

Les demandes de candidature doivent être accompagnées d'un bref curriculum vitae.

Teaching Resource Person UNIVERSITY OF WATERLOO

Nominations and applications are invited for the position of Teaching Resource Person. The TRP will be expected to develop a broad range of activities in the areas of "teaching and learning" in the University. These activities will include advising individual faculty, instructing graduate teaching assistants, helping departments in the development of instruments for evaluating teaching, co-operating with student organizations in projects to improve learning, etc. Detailed forms of reference are available on demand from the Selection Committee.

The Teaching Resource Person will be a member of faculty appointed in a professorial rank in one (or more) of the University's academic departments. Initially, the TRP will serve half time in the department, but this commitment is expected to decrease as the "teaching and learning" activities develop.

Experience in university teaching is a requirement. The Selection Committee will consider candidates with various formal qualifications. Salary and rank will be commensurate with qualifications and experience. The appointment will begin as soon as possible after 1 May 1976.

Nominations and applications should be directed to the TRP Selection Committee, Office of the Vice-President, Academic, University of Waterloo, Waterloo, Ontario. N2L 3G1. Where possible, copies of curriculum vitae should be included with the nomination or application, as well as a statement reflecting the individual's suitability for the position.



Vice-President (Saint John)

UNIVERSITY OF NEW BRUNSWICK

The University of New Brunswick invites applications for the newly-established position of Vice-President (Saint John). For at least part of the term the Vice-President will also be Dean of the Faculty at the Saint John campus. The Vice-President (Saint John) will report directly to the President and will be the senior academic and administrative officer for the Saint John campus.

The Saint John campus of the University of New Brunswick has at present more than 50 full-time faculty members, 500 full-time students, and 1200 part-time student and currently offers four-year undergraduate bachelor degrees in Arts and Business Administration, as well as the first two years of degree programs in Science, Engineering and Computer Science. The first year of degree programs in Forestry and Physical Education are offered.

The Vice-President (Saint John) will be responsible for initiating and implementing new programs, full-time and part-time, some of which are now under consideration, and providing academic leadership to the campus. In addition, the Vice-President (Saint John) is responsible for the maintenance of the property of the University in Saint John and all administrative and personnel matters on the Saint John campus, and will be responsible for the submission of both academic and administrative budgets for the campus to the President. Duties include recommendations for appointments, promotion and tenure for the campus (subject to usual University procedures), responsibility for campus services, for athletic, recreational and cultural programs on the Saint John campus, and liaison with other groups in the Saint John area.

The Vice-President (Saint John) will be the President's principal advisor, on all matters academic and administrative, relating to the Saint John campus. The office includes non-voting membership on the Board of Governors, and voting membership on the Senate, as well as certain other senior university bodies. While the other two Vice-Presidents have responsibilities only for the Fredericton campus, the Vice-President (Saint John) is expected to work closely with them. The Vice-President, while holding the position of Dean, will have the responsibilities of an academic Dean.

The candidate must be an established scholar, with considerable experience in teaching and administration. The successful candidate will receive a professorial appointment. Above all, the candidate will be chosen for ability to provide leadership on a developing campus.

Term: 5 years, with possibility for renewal
Effective Date: July 1, 1976.

Applications should be received no later than April 15, 1976 and should be addressed to the Chairman of the Search Committee: Dr. J.M. Anderson, President, University of New Brunswick, Fredericton, N.B. E3B 5A3. Canada.

ACPU

Rechercheur à partir de septembre 1976. Employé à plein temps travaillant à Ottawa pour diriger les activités de l'ACPU en ce qui concerne les avantages sociaux, les données sur les salaires et l'analyse de ces données, les relations avec la Commission de lutte contre l'inflation, etc. Salaire en fonction de l'expérience. Délai d'inscription: 30 mars 1976. Adresse: Secrétaire général de l'ACPU, 66, rue Lisgar, Ottawa, K2P 0C1.

ACPU

Agent de négociation collective à compter de septembre 1976. Employé à temps plein travaillant à Ottawa pour remplir des fonctions spéciales dans le domaine des négociations collectives et autres questions connexes. Préférence pour un diplômé d'une école de droit avec une certaine expérience du travail universitaire ou de la pratique privée du monde du travail ou qui occupe déjà un poste dans le domaine de la négociation collective. Le candidat choisi devra voyager. Délai d'inscription: 30 mars 1976. Adresse: Secrétaire général de l'ACPU, 66, rue Lisgar, Ottawa, K2P 0C1.

ONTARIO REPORT

by Carolyn Masleck

Public Inquiry into Operation of Algoma

John W. Whiteside, a law professor at the University of Windsor, has been appointed commissioner of inquiry into the structure and proceedings of the Algoma University College management.

Minister of Universities and Colleges Harry Parrott ordered the investigation after several local groups petitioned for an inquiry into the behaviour of the college's board of directors.

Dr. Parrott said Prof. Whiteside has the power of summons and the power to require any person to give evidence under oath or produce documents as requested. The situation came to a head following a January announcement that two tenured faculty members would lose full-time positions. There have also been allegations that the board of directors has mismanaged the college.

The investigation ordered by Dr. Parrott will involve:

- The relationship of the Algoma University College board of governors and any entities, organizations or elements of the college;
- The relationship between the college board of governors and the Algoma College Association board of directors;
- The affiliation between Algoma University College and Laurentian University in Sudbury;
- The adequacy and propriety of the means of incorporation of the college and the association.

Ottawa University Negotiations

Negotiators for the faculty association of Ottawa University and the University have settled all terms of the contract except for salaries, on which they have gone to arbitration. Negotiations at Ottawa have been underway since last fall, following the certification of the APUO in September. The arbitrators are Donald Savage from CAUT for the Union, ex-President W.C. Winegard of Guelph for the Administration and Innis Christie as Chairman. Professor Christie is a law professor at Dalhousie and Chairman of the Nova Scotia Labour Relations Board.

Waterloo to Admit Librarians

At a March 24 meeting, the University of Waterloo Faculty Association approved in principle the acceptance of librarians as members of the Association. A motion was passed authorizing the Executive to take the necessary steps to admit professional librarians as full-time members.

Status of Women

The first Ontario regional meeting of corresponding members of the CAUT Status of Women Academics Committee was held on February 26 at the OCUFA office in Toronto. Previously, there have only been eastern and western regional meetings of the corresponding members. In addition to general exchanges of information and reports from the members on the status of women on their individual campuses, the meeting focused on financial exigency and the effects it might have on women faculty who are generally in lower ranks and have less seniority than male colleagues. OCUFA was requested to recommend to member associations that women be represented on their delegations to the OCUFA spring Council meeting.

CUASA Members in Small Claims Court?

The Carleton agreement, which called for an across-the-board increase in salary of 18 per cent as of January 1, 1976 is still before the Anti-Inflation Board. At the end of January the University gave members of the bargaining unit only a 12 per cent increase, claiming that it was within its legal right to do so. Since a collective agreement is a legally binding document, CUASA has suggested to its members that they test whether collective agreements retain their force of law by taking breaches of the agreement to Small Claims Court. The Association has held a seminar to instruct individuals how to press their claims in Small Claims Court.

YUFA Before OLRB

The Ontario Labour Relations Board has accepted the claim to trade union status presented by the York University Faculty Association. At a February 11 hearing, the OLRB rejected categorically charges of intimidation against YUFA during the course of the sign-up campaign. As yet there has been no decision on the application for interim certification.

OCUPFA Council

The OCUFA spring Council meeting will be held on May 6-7 at McMaster University in Hamilton.

CAUT Would Respond to Union Breach of Freedom

Dr. George B. Frank's allegation in the February *Bulletin* of a CAUT "campaign ... to convert free faculty associations into unions totally lacks foundation if he is (erroneously) using 'CAUT' and 'CAUT Central Office' synonymously.

Hitherto, in the area of collective bargaining, CAUT Central Office, with the guidance of the elected Collective Bargaining Committee, has directed its efforts solely to responding to the express needs of individual faculty associations.

Dr. Frank's aversion to unions is based on a number of misapprehensions. He claims that the main difference between a 'free' faculty association and a union is that the latter "can enforce a discipline on the work activities and the public statements of the individual faculty member which the free Faculty Organization cannot". It must be pointed out that an individual is entirely free to choose to join or not to join a union. Furthermore, CAUT's opposition to a "closed shop" collective agreement provision (that is a negotiated arrangement whereby membership in the union is a condition of employment) means that no member of CAUT would be obliged to join a faculty union.

Dr. Frank is correct in his observation that a union *can* restrict the public statements of its members. Certain unions do indeed have constitutional provisions for the expulsion of members for public criticism of the union. However, Dr. Frank appears to have a low opinion of his faculty colleagues to assume that any, let alone a majority, of them would be willing to create an organization with such a constitution. This certainly did not occur at, for example, Saint Mary's where Article 8 of the current collective agreement affirms that "academic freedom -- involves the right to criticize the University and the Union".

Dr. Frank asserts that "one of the main efforts of unions is to attempt to improve salaries and the ultimate weapon frequently resorted to in salary negotiations is the strike or withdrawal of services". It seems almost redundant to remark that only a tiny percentage of collective agreements are settled with resort to strikes. Such an observation is overshadowed by

the fact that no individual faculty member can be compelled to support a strike by his/her colleagues and, in the absence of a "closed-shop" collective agreement provision (opposed by CAUT), the faculty union would be unable to use "loss of employment" as a threat to compel individuals to support a strike. Unionization creates a (limited) right not an *obligation* to strike.

Dr. Frank's main error is his failure to recognize that a faculty union's advantage over a faculty association does not lie in any greater ability to *enforce* discipline on faculty members. Indeed, any attempt to enforce discipline would be a manifestation not of strength but of weakness. A faculty union's advantages lie in its ability to (a) legally compel an employer to bargain in good faith, (b) enter into legally-enforceable collective agreements with respect to terms and conditions of employment and (c) use its legal right to binding third party arbitration of disputes arising from a collective agreement. There is nothing inherent in the possession or the exercise of such rights that is injurious to an individual "academic freedom". Indeed, a perusal of the collective agreements of the Universities of Carleton, Manitoba, Notre Dame and Saint Mary's would reveal to Dr. Frank four cases in which conversion of a "free" faculty association to a faculty union has decidedly enhanced, not detracted from, the academic freedom of faculty members.

Dr. Frank quite properly raises the *possibility* of an infringement of an individual's academic freedom by a faculty union. The potential for this is rendered no less remote by the fact that many of CAUT's past "splendid efforts on behalf of academics" arose out of infringements of an individual's academic freedom by other faculty members, not just by administrators. Individual protection flows in part from statutory controls on unions (controls which do not apply to "free" faculty associations). One such protection is the duty of fair representation specified in the labour relations legislation of British Columbia and Ontario. The B.C. labour Code, for example, requires that an union "shall not act in a manner that is arbitrary, discriminatory or in bad faith in the representation of any of the employees in an appropriate bargaining unit, whether or not they are members of the trade-union...." However, the main protection of individual academic freedom rests in the fact that the vast majority of faculty members share Dr. Frank's high regard for such freedom.

Dr. Frank closes by pondering "how helpful and supportive the CAUT would be to a faculty member who believes that he is being deprived of his academic freedom by a faculty union."

The answer lies in the CAUT Constitution, Section 5.1, which reads:

"The Board may, by a two-thirds majority vote, suspend and recommend to Council the termination of the membership of an organizational member or associate organizational member of the Association under circumstances which may include the following...adoption of a constitution or of local practices or actions which in the judgment of the Board are contrary to those of the Association..."

One would suspect that the Board would take a serious view of a breach of individual academic freedom by a faculty union. Individual faculty members alleging breach of academic freedom by their faculty union would have access to the CAUT Academic Freedom and Tenure services in the same way as faculty members alleging breaches of academic freedom by university administrators.

Ian McKenna
CAUT Collective
Bargaining Officer

Public Relations Not Ignored

In response to the question "How many of our educational associations have information offices responsible for dealing with the public?" posed by Professor John Trent (Communications Urged with "Disenchanted Public", CAUT *Bulletin*, October 1975) it should be pointed out that the Ontario Confederation of University Faculty Associations established a Public Relations Committee last spring and a substantial number of the faculty associations in Ontario have appointed information officers for the express purpose of presenting the viewpoints of faculty in their universities and local communities.

The OCUFA Public Relations Committee was reasonably successful in helping the Executive and member associations to raise university problems as an election issue during the last provincial election campaign. Plans are now being made should a Spring election be called. In addition, The Committee has extended OCUFA's effort to inform Ontario MPP's, particularly the education critics. It also attempts to co-ordinate local association responses to newspaper articles and other media attention to the universities, in order to increase public concern with university education. OCUFA's own In-

formation Officer, Ms. Lillian Smith, has been involved to the full in supporting the attempts of both the Public Relations Committee and local associations to make an impact on the various publics that faculty must reach if they are to change the pattern identified by your correspondent.

G. P. Murray
Executive Vice-Chairman,
OCUFA

Unisex Mortality Tables

I have been away for a year and am only now catching up with literature accumulated in the meantime, including the "CAUT Bulletin". In the issue of October 1975 you mention the unisex mortality tables as improvements in the status of women. In the same issue Georges Frappier devotes an article to the endorsement of these tables by the board of the CAUT on 15 November 1974. He concludes that using male life tables and female life tables "is a device for allowing employers to discriminate against women, which is against public policy", having begun his argument by saying that female longer life expectation "does not justify allowing employers to provide a lower standard of living for elderly retired women than for elderly retired men". I submit that some of the clarity of the argument is lost by the repeated use of the word "discrimination" in an article using actuarial conclusions, and by the repeated insinuation that somehow dark machinations by employers are contrary to public policy.

I am writing to submit that there is another dimension to the reasoning. Ultimately it depends on whether we look on retirement pensions as a claim on the current production of a new (next) generation or whether we see in them the proceeds of savings earned by the previous generation and arising out of investments financed by these savings. The former is a societal arrangement, the latter is ultimately an individual's responsibility. Let there be no doubt that the two belong to entirely different life philosophies and the chasm between them is bridgeable only with the utmost difficulty, as the two reviews by E.D. Maher in the same issue suggest, though they do so by implication only.

If we think of the retirement pension as a societal arrangement, then it is easy to conclude that the pensions for both sexes should be the same. A difficulty arises when we push the argument to its logical conclusion and say that the "standard of living for elderly retired women" should be the same as that for "elderly retired men". We are then in danger of losing the link with previous work experience

(and pension contributions). Surely, in decency, everybody should be provided with a decent standard of living! And this should be so, irrespective of pension contributions! In this philosophy, pension contributions become a form of current taxation unrelated to future benefits.

If we accept the right of an individual, even his responsibility and duty, to make provisions for his future, then we are in a different world. Future benefits are tied to current contributions. Typically, an individual will adopt a money purchase plan, whether private or public, and obviously he will try to obtain the "best deal". So will his wife, when a couple discuss these matters over in the evening at their home. Will he conceal from her that he is subsidising his female colleagues through the application of unisex mortality tables? Surely the two will wake up to the fact that their contributions are higher and their benefits will be lower because of the unisex tables. Will they not feel discriminated against? And will this feeling of discrimination be reflected in the ballot boxes (women of New Jersey voted already against reverse discrimination some months ago).

Which of these two attitudes will prevail in the long run cannot be said. Just now the former seems to be winning. To anybody given to thinking in apocalyptic terms, these developments are consistent with the decline in the role of the family, our primary social institution (and the bulging registration for sociology courses in family), the decline in the birth rate below replacement level, and numerous other societal changes. In the same issue you mention with approval the extended maternity leaves of maternally inclined faculty members at the University of Alberta paid for out of diminished annual increments of all faculty members. The motive must have been some general quest after egalitarianism, but the outcome is a shift from individual responsibility for one's child to the community. Will trade unions throughout Canada follow Alberta's lead and arrange to finance, at the expense of their ge-

neral membership, the family building instincts of some of their members? Did the Albertans take on the responsibility for the development of a population policy for Canada? To an observer of the social scene behind each legal, administrative, actuarial decision how-

ever small and narrow, hide considerable consequences, with echoes sounding long into the future. Political rhetoric clouds the clarity of necessary insights.

Karol Krotki
Department of Sociology
University of Alberta

UNIVERSITY OF REGINA

DEPARTMENT OF COMPUTER SCIENCE

Applications are invited for a faculty position in the Computer Science Department. Applicants should hold or be completing a Ph.D. in Computer Science. The Department is particularly interested in an individual with research interests in the areas of data and file structures, data processing and information retrieval. The appointment is to be effective 1 July 1976 at the level of Assistant Professor (\$14,540 to \$18,902 presently).

Enquiries and applications should be directed to:

Dr. L.R. Symes, Head
Department of Computer Science
University of Regina
Regina, Saskatchewan S4S 0A2
Canada



UNIVERSITY OF REGINA

invites applications and nominations for the position of

Dean

Faculty of Graduate Studies and Research

The appointment as Dean is to be effective January 1, 1977, and it is hoped to make the appointment to the Faculty four to six months prior to that date.

The University has a full-time enrolment of approximately 3,500 in the faculties of Administration, Arts, Education, Engineering, Science, Social Work and Graduate Studies and Research. Graduate work at the Master's level is offered through most departments and Ph.D. programs are available in Biology, Chemistry, Physics, Mathematics and Psychology. The Canadian Plains Research Centre and the Regina Water Research Institute are incorporated in the University structure.

Further enquiries or nominations should be directed to:

Office of the University Secretary
University of Regina
Regina, Saskatchewan
S4S 0A2

Public Relations Must Improve

I fully agree with the contention of John Trent (CAUT Bulletin, October 1975) that the universities must improve their communications with the public. Our case (and we have a strong one) is not being put across to the taxpayers, and until it is, approaches to the politicians will prove largely a waste of time. The current low level of our public relations effort, which would make the management of even a small corporation blush, is no one's fault but our own, and action in this area should certainly have top priority.

The question Professor Trent raises in his footnote about the number of students who should be attending universities is one of the

most fundamental facing us. There are those, such as Richard Needham of the Globe and Mail, who hold the view that the universities should be admitting students only for training in specific professions. Although this is an extreme view, I think the public will legitimately demand that we grasp the nettle of the many competent students who are going to University, but who have no clear idea what benefit they will derive from the experience, and who would very probably be getting at least equal benefit from not going to university.

Stewart A. Brown
Dept. of Chemistry
Trent University

SPECIAL REPORT

LIBRARIANS LIBRARIANS LIBRARIANS LIBRARIANS LIBRARIANS

Librarians and CAUT: Historical Overview and Future Directions

by Calvin D. Evans

It is not surprising that the beginning of relationships between librarians and CAUT is somewhat of a mystery. According to its Constitution, CAUT was originally formed to promote the interests of "teachers and researchers." Few people at that point in time were likely to acknowledge that librarians could in any way be involved in either function. Librarians were largely regarded as "clerks" in the academic setting.

The first public acknowledgement by CAUT that librarians were part of the academic scene was made in the December 1965 edition of the CAUT Bulletin when a library position was advertised in "Notices of Positions Vacant", but it was not until January 1973 that librarians were actually mentioned in conjunction with faculty. This was in the context of the University of Manitoba faculty seeking unionization. It was not to be assumed that the ranks were listed in ascending order, but the article did state that "the Association wants to 'meet with the Board of Governors... to commence collective bargaining agreement...' for lecturers, assistant professors, associate professors, full professors and *librarians*." (underlining mine)

At some point in time some faculty association somewhere admitted librarians as full members. It would be interesting to know which faculty association it was. Did it occur in the pioneering West? In any event it happened unobtrusively, and certainly by 1964 librarians were full members of at least one faculty association, and by virtue of that, members of CAUT.*

Two Thorny Issues

When the 1966 Autumn Council of CAUT dealt with the problem of membership, there were two thorny issues.² One had to do with the possible eligibility of faculty associations at the various institutions of post-secondary education, other than universities. Council rejected this proposal, on the grounds that it would constitute second-class status for these faculty members and that it would "complicate greatly the work of CAUT." The second issue concerned Associate Membership. This proposal was passed by Council, and such membership was extended to "academics engaged in full-time teaching or research in institutions of higher learning outside of Canada;" and to "former members of the Association who are

engaged in full-time teaching or research at the university level in Canada and are not eligible for membership under any of the other provisions of the Constitution." At the same time, Council refused to extend Associate Membership to graduate students.

Meanwhile, librarian membership in CAUT was increasing, as was their financial contribution through membership fees. However, this was not specifically acknowledged by Arthur P. Monahan in 1970 when he stated that "the projection of membership in CAUT for the academic year 1969-70 is some 12,700 *faculty members* of Canadian universities",³ (underlining mine) or later, "CAUT has succeeded in enrolling some four out of every five of those eligible to join."⁴ The presence of librarians was beginning to blur the statistics.

What is a Librarian?

When the CAUT Board at its Winter, 1973 meeting agreed to resurrect the Collective Bargaining Committee, it was the beginning of a process that would highlight the membership of librarians in local associations. At least one faculty association had already been keenly involved in helping to negotiate a document on terms and conditions of employment for librarians.⁵ The push towards unionization made faculty associations and CAUT aware of these peculiar groups of librarians in their midst. Librarians found themselves attempting to define what a librarian is, to assure faculty members that all people who work in libraries are not "professional librarians" (indeed only about one-fifth of a library staff is). The image of the librarian had been undergoing a dramatic change through the '60's and the early '70's, but librarians had generally been content just to do their work and seldom came to grips with the need to do a good public relations job for the changing profession.

In 1973, CAUT published a list of 24 Canadian universities which admitted librarians as members of local faculty associations.⁶ An indication was given that 5 associations did not permit librarians to be members, and that the others had not replied. There had evidently been a breakdown in communication between CAUT and its member associations because the list of 24 was full of errors, particularly for the Ontario universities. Some of the reporters apparently concluded that since the Chief Librarian was either a member of eligible for membership, this was sufficient basis for an affirmative reply.

Since that report librarians have been mentioned in practically every issue of the Bulletin, and always in conjunction with faculty's attempts to unionize; e.g. at the University of Manitoba, St. Mary's University, University of Ottawa, etc.

The CAUT Council meeting in May 1973 approved the recommendation of its Membership Committee that "local associations... consider offering membership to professional librarians in those circumstances where the librarians so desire."⁷

Librarians took the next step, approving a motion at the CACUL Annual General Meeting of June 1974 which had been sent forward by the CACUL Committee on the Academic Status of Librarians. The gist of the motion was that CACUL publicly endorse and support CAUT's recommendation on membership and encourage librarians to seek and/or retain such membership. CAUT was informed of the resolution and in October 1974 Donald Savage and Richard Spencer of CAUT met with Walter Harrington, Chairman of the CACUL Committee on Academic Status, to discuss a proposed joint task force of CAUT and CACUL on the academic status of librarians. CAUT was perhaps bolder in its approach than some librarians expected, suggesting that the terms of reference should be to examine the case for academic status for librarians including such matters as appointment, renewal and dismissal procedures, tenure, academic freedom, salaries and fringe benefits, university governance and membership in academic associations.

There were still a few librarians who looked for nothing more than a motherhood statement. CACUL had, over a period of years, prepared several short statements on academic status for librarians, none of which appeared to fire the imagination of librarians and even at the Annual General Meeting of 1974 the membership authorized the Committee on Academic Status to prepare a revision of the latest statement.

Task Force Formed

The idea of the Joint Task Force did catch fire. CAUT Board and the CACUL Executive both approved the idea at meetings in November 1974. The three librarian members were appointed at this CACUL Board meeting and added to the CACUL Committee on Academic Status. By December 17, 1974, CACUL had appointed its three members and in little more than a month later the Joint Task Force had held its first meeting.

The resultant document is entitled "Guidelines on Academic Status for Professional University Librarians" and stresses alignment of librarians with faculty, emphasizing similarity of role, and pointing out that "librarians are partners with faculty members in contributing to the scholarly and intellectual functions of the university and should be accorded academic status, and the rights and responsibilities of that status." It deals on a very practical level with librarian ranks, appointments, confirmation of

* Editor's Note: Some answers were obtained in the course of collecting data on librarian salaries. See the article by I.F. Bell and William Watson on page 15.

SPECIAL REPORT

In this section:

*Salaries
Collective Bargaining
Governance
Academic Freedom
CAUT and Librarians
CAUT Guidelines*

appointment, dismissal and suspension, grievances, salaries and other economic benefits, research and travel funds, leaves, and university and library governance.

Near the end of April 1975, CAUT sent copies of the Guidelines to presidents of local faculty associations, chairmen of provincial associations, members of the CAUT Board and of the AF&T Committee requesting that they examine the document carefully and be prepared to present the views of their constituencies at the CAUT Annual Meeting in May. Almost as an afterthought, the document was sent to university presidents across Canada soliciting comments on the document and on possible problems of application. We are not yet privy to this information though it is hoped that it was positive and supportive! In view of the fact that responses were solicited by return telex, that may have been a vain hope. University presidents generally do not like to be rushed.

At the CAUT Annual Council in May 1975, the Constitution was modified to make it perfectly clear that professional university librarians are eligible for full membership in CAUT. At the same meeting the document on Guidelines was approved in principle. One month later, the CACUL Annual General Meeting echoed its approval in principle. A Joint Committee representing the CAUT Board and the CACUL Executive Council will now make any necessary modifications that are consistent with the principles embodied in the guidelines and the final report will be submitted to CAUT Board and the CACUL Annual General Meeting of 1976 for ratification.

Already there have been numerous benefits from this attempt of librarians and faculty to work closely together. Several more faculty associations have admitted librarians as full members; better communication has resulted; more effective working relationships have been established in local associations; and there has been a recognition of the role and function that librarians fulfil in the university community.

Librarians across Canada have generally expressed wholehearted support for the Guidelines though some have been lukewarm. One group has even expressed complete rejection. Almost certainly, rejection appears to be the result of misunderstanding. The document purports to be a set of guidelines to be followed, not a system to be enforced or even slavishly adhered to. Local differences must of necessity be taken into account. And there will certainly not be such a press for uniformity as to negate terms and conditions of employment which librarians in specific institutions have now and with which they are happy. The Guidelines can rightly be regarded as a Bill of Rights for librarians and may well be used as a standard by

which to measure the progress they are making. The faculty model may not always work for librarians because of the managerial/administrative components of their jobs, but it is certainly one of the alternatives being explored. No doubt other models will continue to evolve which will give relevant expression to librarians' concerns.

A Pleasant Surprise

Some librarian groups are still wondering about the anxiety of CAUT and many local faculty associations to include them as full members. It comes as a pleasant surprise to many librarians who have struggled for years to acquire such status. What was an impossible dream for many local groups has become a reality through CAUT support. Doubtless, the acceptance of librarians gives CAUT and local associations a broader power base and additional financial resources, and librarians should assure that it is not a one-way affair. If they contribute through fees and committee work they must be able to share the benefits. Many librarians are not sure whether their futures will be better served by alignment with teaching faculty or by striking out on their own; for the immediate future at least it would appear that the former alternative is being pursued more avidly. There may, after all, be another reason for the acceptance of librarians by faculty associations — and that is the acceptance of librarians as colleagues in the academic enterprise. Some faculty, at

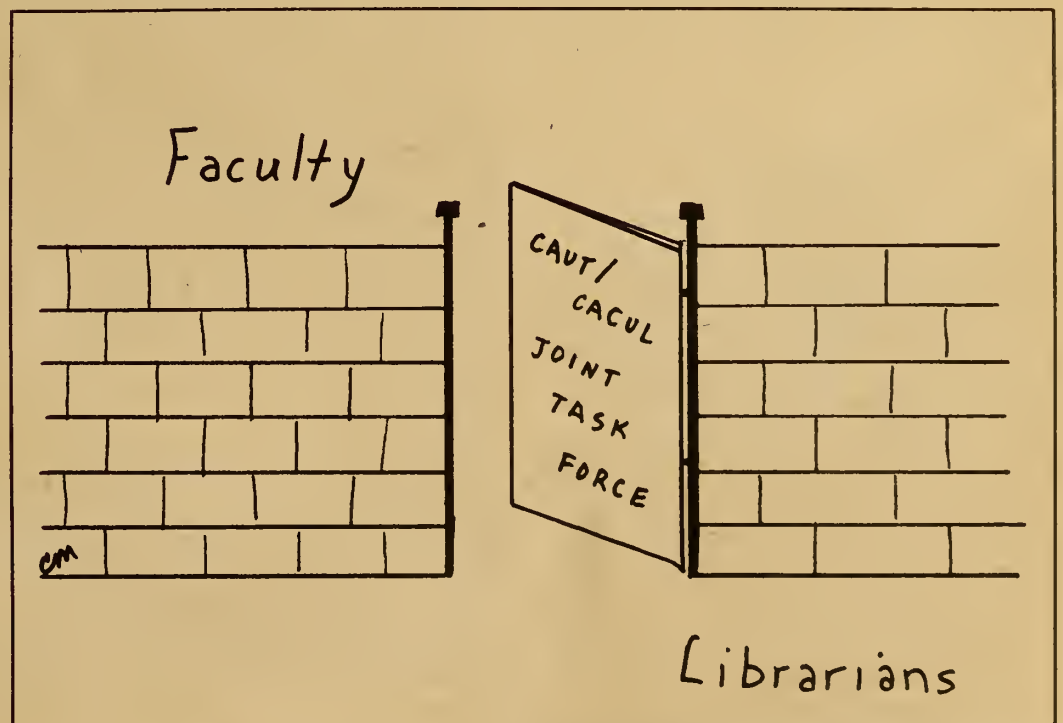
least, are beginning to understand that librarians are not clerks who pass books over a counter and otherwise jealously guard these books and other library materials and information services. As the Guidelines state, "Librarians are skilled professionals who play an integral role in the pursuit, dissemination and structuring of knowledge and understanding in the university." The similarity between the two groups is not based on the possession of academic degrees alone, though a librarian holds an undergraduate degree and is required to do a 2-year Master's in Library Science. (Some libraries increasingly require an additional Master's in another subject area, and there is even a sprinkling of PhD's outside the library schools).

One of the overriding concerns of librarians at present is that there should be a recognition by university administrations and personnel departments that their work is academic in nature and that they hold academic appointments. They are exasperated at being lumped in with support staff, or at not knowing where exactly they belong. If librarians are to achieve meaningful academic status, they must depend on the broad support of their faculty colleagues to convince reluctant university administrations that it is both feasible and fair. Only when that happens will librarians be able to see a return for their investment in faculty associations and in CAUT.

Notes

1. CAUT Newsletter (January 1973) p. 2.
2. CAUT Bulletin, V. 15 (February 1967) p. 4-5.
3. Arthur P. Monahan, "Continuing to Finance the C.A.-U.T.", CAUT Bulletin, V. 18 (Winter 1970) p. 37.
4. Ibid, p. 38.
5. Memorial University of Newfoundland, which approved its document in November 1971.
6. CAUT Bulletin, V. 22 (September 1973) p. 16.
7. Ibid.

Calvin Evans was chairman of the CAUT/CACUL Joint Task Force. He is Head of the Humanities and Social Science Division of the McLaughlin Library at Guelph University.



Collective Bargaining for Librarians

by Kenneth B. Moore

Collective Bargaining is a relatively new area of interest for Canadian university librarians, as it is for most university professors. Traditionally, librarians have been an extremely conservative group with a strong service orientation. Over the past five or ten years attitudes have begun to change; there has been an increase in the required qualifications for membership in the profession; and librarians have taken a closer look at themselves, their institutions and their relations with other academic university employees.

Librarians are quickly coming to realize that their salaries have not kept pace with professionals having similar qualifications in private industry or with others who are well organized and prepared to make financial demands. Librarians see governments becoming more and more involved in the daily operation of Canadian universities. University operating budgets decrease; subscriptions have to be dropped for lack of funds; few new positions are being created.

With the growth of libraries in the sixties and early seventies library administrations grew from a chief librarian to a bureaucracy and the individual librarian has often been left with little say in the operation of his or her library.

Too often women who are librarians are held back because they are women and men are either promoted out of contact with the students and faculty or frustrated by the lack of opportunity for research. In many cases job security is at the pleasure of the chief librarian.

The general trend toward better qualified librarians has produced a group of professionals who wish to play a greater role in the development of the university, but whose skill and expertise is too often ignored. The potential of these librarians is often wasted by administrators who are anything but progressive and faculty members who make too few demands on librarians' talents.

The desire to remedy some of the inequities in the present system has led librarians to organize and move either toward a professional association which can speak for professional librarians or toward certification, either as a separate bargaining unit, or in a unit with either faculty members or library support staff. Which of

these alternatives will prove to be the most successful may not clearly be seen for several years, but there are examples of each for us to follow.

The formation of a professional librarians association at a particular university is an attractive approach for many librarians. Those who feel that the functional differences between a librarian's job and that of a faculty member are more important than the fact that they have the same aims and objectives for the institution may respond to this alternative. So may those librarians who support their status as "librarians" and are hesitant to be labelled pseudo-faculty members. Many librarians feel that it is through just such an association that they can play a role in the growth of their institution and still promote the professional interests of their members. There are several examples of this type of association in Canada. Some are professional associations in name only, but others such as the association at Memorial University have been effective in preparing equitable terms and conditions of employment for librarians, and in dealing with those situations which have led to collective action on the part of some librarians. Librarians at Memorial have achieved a degree of job security, guaranteed academic freedom, and opportunity to do research which might well be envied by librarians elsewhere in Canada. Their terms and conditions of employment have undoubtedly encouraged librarians elsewhere to attempt to formalize their conditions of employment. Unfortunately, not all library and university administrations have proved themselves to be as liberal as that of Memorial University and consequently many librarians' associations are feeling the pressure to move in another direction.

At institutions where the administration is less forward looking some form of collective bargaining may be the only reasonable approach. In this situation three different types of bargaining unit have developed. There is the Saint Mary's University case where the Nova Scotia Labour Relations Board has strangely ruled "no community of interest with faculty" and the librarians find themselves in a separate bargaining unit, but with the same bargaining agent as the faculty. This situation has been discussed at some length by Elizabeth Ward in the *Canadian Library Journal* (Oct. 1974). There is the example of the University of Ottawa where the faculty association initially rejected the librarians application for full membership and the librarians have opted for a separate bargaining unit affiliated with CUPE. It has been suggested that the Ottawa librarians form a single unit with library support staff at some future date. Finally, there are the Universities of Manitoba, Carleton, and Notre Dame of Nelson, B.C., where librarians are in the same bargaining unit as the faculty and are affiliated with CAUT.

Of these three alternatives one can not help but feel that the Saint Mary's example is the least desirable, but it can hardly be considered typical of what might occur elsewhere in Canada. The decision of the Nova Scotia Labour Relations Board has resulted in a situation in which the librarians have relatively little bargaining power because of their small numbers and the potential exists for one unit to be played off against the other to their mutual disadvantage.

One gets the impression that at the University of Ottawa at least half of the librarians would agree with the NSLRB that librarians have no "community of interest" with the faculty since they chose to organize as a unit of CUPE. In their situation this may have been a reasonable decision, but unlike the librarians at Saint Mary's they are not a small group and might better have organized as a separate unit affiliated with a national body which has shown more interest and understanding of university librarians than CUPE has.

At the University of Manitoba, librarians and faculty members have recently signed their first contract. Among other things this first contract provides librarians with a recognized classification system, the opportunity for study leaves, and a detailed redundancy clause which does much to provide librarians with job security.

Too often women who are librarians are held back because they are women.

The collective agreement implemented at Carleton University in December 1975 provides for a bargaining unit composed of faculty members, librarians, and instructors. From a university librarian's point of view this is probably the most rational and reasonable union agreement signed to date in Canada. Apart from Carleton's salary settlement, which leaves something to be desired, that contract could provide a pattern for bargaining in other Canadian universities.

The shortage of precedents in the area of collective action for librarians makes it impossible to predict with surety which of the proceeding routes will become the most common. However, American experience and the growing number of librarians joining faculty associations in Canada suggest that the Manitoba/Carleton situation will predominate.

The problem of establishing an appropriate bargaining unit for librarians is discussed by Julie Schroeder in the December 1975 issue of *Canadian Library Journal*. Ms. Schroeder documents recent Labour Relations Board decisions in Nova Scotia, Ontario, Manitoba, and British Columbia. She quite reasonably concludes that the position of librarians in relation to academic bargaining units is not yet firmly established and that it is up to the librarians to demonstrate a community of interest with faculty members in the eyes of the labour relations boards.

CAUT and the Canadian Association of College and University Libraries have formulated a statement on the academic status of librarians which should become policy for both organizations this spring.* Many librarians hope that this document will provide the basis of future standards of employment and collective action. By it, librarians will be assured of many of the procedures for job security, appointment, promotion, grievance, and academic freedom that have traditionally been the right of members of the teaching faculty.

As they gain these rights librarians can expect to feel greater demands placed on them to do research, serve on academic committees, and

* This document appears on p. 19 of the Special Report.



even teach in their own area of expertise. Librarianship is changing and the movement toward collective action on the part of librarians is one of the more obvious signs of changes to come.

The immediate problem for many librarians not yet organized, and some of those who are, is to convince members of the teaching faculty that although the day to day tasks of librarians and teachers differ in many ways they still have much in common.

To quote from the preamble to the University of Manitoba labour contract, both groups seek: to promote the disinterested pursuit of truth and advancement of knowledge; to promote the generation and transmission

The potential of qualified librarians to play a greater role in the development of the university is often wasted.

of knowledge with proper consideration given to the need for an educated citizenry and for meeting the needs of society through the learned professions; and to give appropriate consideration to society's needs for expert advice as well as pure and applied research.

Whether this goal is sought in a classroom situation or in a library is of relatively little importance. What is important is that librarians and faculty members realize that they share this goal and that they attempt to achieve it to the advantage of their institutions, and their students as well as themselves.

Bargaining collectively, whether through a union or as an association, is one means by which this goal may be achieved.

Kenneth Moore is a reference librarian at the University of New Brunswick and a member of the CAUT Collective Bargaining Committee.

Salaries of Canadian University Librarians

by I.F. Bell and William Watson

Asked to write on the salaries of librarians at Canadian universities — including how they are determined, and the influences exerted on their negotiation by various associations — the authors found themselves short of firm current information. Until this year the Canadian Association of College and University Librarians' annual survey of academic library statistics would have been available by October, but for 1975/76 the task of gathering and tabulating the data has been assumed by Statistics Canada, and that survey was not undertaken until December.

We, therefore, put together a simple questionnaire and sent it to thirty-five libraries, including the twenty-six university members of the Canadian Academic Research Libraries and nine other geographically-scattered colleges. For each of three groups — administrative librarians, non-administrative librarians, and all librarians¹ — we sought minimums and maximums of salary scales (where scales are employed), lows and highs of actual salaries, and means and medians. We asked too for other information, to which we refer below.

Subsequently, because some respondents excluded information about the chief librarians' salaries, we asked all participants to do likewise. In addition we made many phone calls and exchanged several Telex messages to clarify the questions or the answers and to confirm understandings. Finally, because fewer than half the colleges canvassed sent in responses, we decided to confine the survey results to the Canadian Academic Research Libraries, from among whom twenty-four of twenty-six had made responses.

The surveyors are aware of and wish to draw attention to two weaknesses of the survey. One is that for Quebec returns are incomplete, Concordia University and the University of Montreal being unrepresented. This limits the validity of any generalizations purporting to cover this region. The other is that some returns omitted one or another figure wanted. However, a sufficient number responded to questions as to medians and means by category to allow a fairly clear and definite picture to emerge.

We will offer some observations and conclusions about current Canadian university librarians' salaries from the data supplied, all of which indicate that regionalism is the dominant factor.

Salaries for the three categories rise from

lows in the Maritimes, through increases region by region moving westward, each region showing some increases over its eastern neighbour. Across Canada the increase in average salaries is about thirty-seven percent. This confirms information appearing in publications from Statistics Canada and other federal agencies. It also appears to correspond with the picture of university professors' salaries that emerges from the limited data available. They, too, rise from the Maritimes through Quebec, Ontario, and the Prairies, to British Columbia.

The base rates for newly-graduated librarians without experience and without special qualifications follow the same pattern. The low amongst those reported is \$9,170 per annum in Quebec, while the high is \$13,000 in British Columbia. Each region's base is higher than that of its eastern neighbour. Across the country the increase is about thirty-two percent. The differences among base rates for administrative librarians are considerable, the highest of these being fifty percent more than the lowest. We take this to reflect rather differences in interpretation of the term "administrative librarians" than real differences in salary policy. Nevertheless, from east to west the same general pattern of increases obtains.

Within regions, the comparability of salaries in the several categories varies somewhat. In British Columbia the means and medians are within a few dollars of each other. In Ontario the differences are much greater: the highest mean is twenty-four percent more than the lowest mean, and the highest median is thirty-three percent more than the lowest median. The highs are both at one university and the lows are both at another. Neither are near the average, and so we presume that quite different local factors are at work.

In the covering letter that went out with the questionnaire, the authors set down a number of working hypotheses and asked for confirmation, denial, or comment on the basis of local experience. On actual salary increases there was a surprising degree of unanimity.

We suggested that salary increases in recent years could be described as "large", in the neighbourhood of fifteen percent in 1975. Only one respondent disagreed with this description. The other responses would suggest that 17.5 percent would be a better figure for national 1975 increases.

There was also almost total agreement that persons at the lower end of the salary range profited especially by the way salary policy had been administered lately. In one instance the use of a commercial salary evaluating system had boosted all librarians' salaries considerably. In others, the way cost-of-living increases had been applied was especially rewarding to lower-paid persons. In many cases librarians had received an extra amount besides a percentage increase. The overall effect was

that librarians, as a lesser-paid group among professionals at the universities, had benefited particularly from the recent salary management.

Two of our working hypotheses, that professional staff participation or control in salary negotiations has been increasing (yes, eleven; no, seven) and that librarians on some campuses are being represented by faculty in salary negotiations (yes, eleven; no, seven) brought a number of replies that aroused the authors' interest in acquiring more detail. We, therefore, subsequently sent out another questionnaire and communicated further with fourteen of the eighteen respondents who had replied to the working hypotheses with a minimum of ambiguity.

We learned that librarians in fourteen of the responding libraries had formed professional staff associations between 1964 and 1975. Six were organized in the latter part of the sixties and seven in the seventies. Only two undertook their own negotiations. The professional staff association at the University of Victoria prepares a salary proposal, modifies it after discussion with the University Librarian and association members, and after ratification submits the proposal to the University Librarian to carry forward. The Professional Librarians' Association of Queen's submits an annual salary brief directly to the University Principal. The "brief is considered at all stages of salary determination" including total size of increase and the formula for allotment.

Although librarians at the University of British Columbia are only now forming a professional staff association, they have elected their own salary committee since 1967. The committee prepared a brief and modified it after meetings of the professional staff. For the first few years the brief was presented to the University administration by the University Librarian. Later the committee presented the brief directly and met with the University to discuss it. After the University declared the total amount available for the librarians' salary increases the committee decided the formula for allotment. The librarians at Guelph somewhat less formally and comprehensively, "meet and take action". There is an understanding "that librarians' increases will match those negotiated for faculty".

Thirteen of the eighteen respondents replied that their professional staff were eligible for membership in the university faculty association. The University of Alberta librarians were members of the faculty association prior to 1950 while Carleton and Toronto librarians were admitted to their local faculty associations only in 1975. Some faculty associations have been reluctant to admit librarians but under CAUT initiative this attitude is changing. CAUT has worked actively on behalf of librarians and even joined with the St. Mary's Uni-

¹ "Administrative librarians" were defined as "the library management, the heads of all branches and departments and any librarian whose salary is based on his or her management function".

² "Non-administrative librarians" were all those excluded from the administrative definition.

³ "All librarians" were the sum of the other two groups.

versity Faculty Union to petition successfully for the union to become the bargaining agent for librarians at St. Mary's University after the Labour Relations Board, at the request of the University, excluded librarians from the Faculty Association bargaining unit. CAUT recently modified its constitution to make clear that university librarians were eligible for full membership in the association.

Faculty associations undertook responsibility for bargaining on behalf of librarians in the latter half of the sixties at the Prairie universities of Alberta and Saskatchewan, at four of the other responding universities between 1970 and 1974 and at the University of British Columbia, Carleton and McGill in 1975.

Librarians have representation in their local faculty associations and in faculty association salary negotiations in a variety of ways. In some instances librarians are represented simply as faculty association members who are eligible for nomination to the executive and salary committee on the same basis as any member. More frequently librarians as a group have elected representatives on the faculty association salary negotiating committee. At some universities librarians prepare their own salary brief and it goes forward from the faculty association with one prepared for faculty. In one case where the brief for both librarians and faculty is prepared by the faculty association negotiating committee librarians have a veto on proposals pertaining to them.

Two of the eleven faculty associations, Carleton University Academic Staff Association and the University of Manitoba Faculty Association, which include librarians, are certified bargaining agents under provincial legislation. At the University of Ottawa, both the Association of Professors of the University of Ottawa which has applied for certification and CUPE have filed for certification as the bargaining unit for librarians. In a recent vote the librarians voted in favour of CUPE, but this is not binding on the Ontario Labour Relations Board. A majority of the University of Ottawa librarians felt they would have less clout as a small group in APUO than in a projected library-wide unit including 250 librarians and supporting staff.

In conclusion it can be stated that in the universities of the respondents to our questionnaire there is little doubt that librarians' relationship with faculty has proved beneficial in librarians' annual salary increases. Even in some of the respondents' universities where the faculty association does not (Queen's) or did not previously (University of British Columbia) negotiate librarians' salaries, there has been an understanding that librarians' salary increases would match those negotiated for faculty. Many universities provide librarians with other faculty benefits such as study leave.

It remains to be asked what other major benefits might accrue to librarians as members of faculty associations with informal or legal bargaining agreements. Earlier we stated that in many universities librarians received annual increments matching those of faculty. Nevertheless, since the matching increases are by percentage, librarians, whose base salaries are smaller, will continue to be outstripped by faculty unless either dollar increases replace percentage increases or the bases of librarians' salaries are adjusted. This is not to say that librarians, who generally do not have doctorates, should receive salaries equal to faculty but there is considerable doubt as to the equity of the present relationship. The other area where librarians could hope to improve their situation is in university government where librarians do not have equal access to seats on the senate and board of governors or to membership in important university committees.

I.F. Bell and William Watson are librarians at the University of British Columbia.

Table 1: Canadian University Librarians' Salaries, 1975/76.¹

	Non-Administrative			Administrative			All	
	BASE	MEAN	MEDIAN	BASE	MEAN	MEDIAN	MEAN	MEDIAN
Simon Fraser	14,831	17,525	17,366	22,194	25,633	24,520	20,020	18,970
British Columbia	13,000	17,100	16,200	17,000	23,200	21,800	19,200	18,700
Victoria	--	16,941	16,750	--	23,336	23,300	18,257	17,150
Alberta	11,749	15,330	15,183	17,128	21,163	19,366	16,820	16,433
Calgary	11,490	16,080	14,480	17,445	27,157	25,710	17,017	15,616
Regina	10,499	12,258	11,347	12,842	17,892	19,630	15,075	14,580
Saskatchewan	10,637	13,311	12,601	15,593	16,425	15,832	?	?
Manitoba ²	11,000	13,605	13,370	16,722	18,380	17,890	14,955	14,646
Carleton ³	12,000	--	--	16,300	--	--	--	--
Guelph	11,740	15,175	15,991	17,616	22,515	20,645	17,686	17,225
McMaster	11,000	13,846	13,275	13,275	18,344	17,355	16,011	14,890
Ottawa	10,646	13,528	13,562	13,759	18,222	18,228	14,676	14,400
Queen's	10,400	13,439	12,850	--	19,247	16,500	17,946	14,300
Toronto	10,550	15,080	15,000	16,850	24,878	24,260	16,506	16,300
Waterloo	10,757	12,935	12,745	11,780	18,124	17,580	14,979	13,430
Western Ontario	10,000	12,293	11,759	12,940	18,818	17,253	14,318	12,940
Windsor	9,936	13,926	13,488	13,017	17,980	16,257	15,315	15,000
York ⁴	10,208	14,065	14,562	13,270	20,997	--	17,068	15,508
Dalhousie	10,000	11,240	11,000	11,000	15,941	14,500	12,100	13,255
Laval	9,904	13,214	13,277	13,214	15,921	16,602	--	14,068
McGill ⁵	10,950	12,023	11,758	13,558	17,473	17,343	14,978	14,233
Sherbrooke	9,170	13,260	13,183	13,684	14,742	15,760	--	14,200
New Brunswick	10,000	12,366	11,750	14,250	16,823	16,064	13,969	13,650
Memorial	9,700	12,030	11,900	12,600	18,607	17,800	16,577	14,900

Notes on Table 1:

- Figures are reported unedited, as received.
- Figures exclude the salaries of five administrative librarians who do not belong to UMFA.
- Figures subject to AIB review. Because the placing of individuals in ranks under the
- The administrative mean is an estimate based on data provided to Statistics Canada.
- McGill's means and medians are approximate calculations.

Table 2: Association Memberships.

	Staff Association?	Did Staff Association Present Proposals on Salary Increases?	Did Professional Staff Present Proposals on Salary Increases?	Are Librarians Members of Faculty Association?	Does Faculty Association Negotiate Salaries for Librarians?
Alberta	Yes, 1964.	No	No	Prior to 1950.	Yes. Librarians tied to faculty scales.
British Columbia	Yes, 1975.	No	Yes	Yes	Yes
Calgary	No	No	No	Yes	Yes
Carleton	Yes, 1975.	No	No	Yes, 1975.	Yes, certified.
Guelph	No	No	Participate	Yes	No
McGill	Yes, 1971.	No	No	Yes	Yes, 1975.
Manitoba	Yes, 1971.	No	No	Yes, 1971.	Yes, 1973. Certified, 1975.
Newfoundland	Yes, 1969-71.	No	No	Yes, 1964.	Yes, 1971.
Ottawa	Yes, 1974.	No	No	No	No
Queen's	Yes, 1965.	Yes	X	No	No
Regina	Yes, 1966.	No	No	Yes	Yes
Saskatchewan	Yes	No	No	Yes	Yes
Simon Fraser	No	No	No	Yes	No
Toronto	Yes, 1970.	No	No	Yes, 1975.	No
Victoria	Yes	Yes	X	No	No
Waterloo	No	No	No	No	No
Windsor	Yes, 1967.	No	No	Yes, early sixties.	Yes
York	Yes, 1970.	No	No	Yes, 1974.	Yes, 1975.

Threats to Intellectual Freedom Experienced by Professional Librarians in Canadian College and University Libraries

by Helen McGregor Rodney

Intellectual freedom, recognized in the Canadian Bill of Rights,¹ has been most vigorously championed under its cognate, academic freedom, by college and university teachers in whose tenure documents it is enshrined as a primary and non-negotiable condition of employment. That faculty must have the freedom to communicate their knowledge, ideas or artistic expression is fundamental to their profession as it is to that of the librarian. But the academic librarian, I suggest, is even more vulnerable than faculty to the breaching of a particular facet of intellectual freedom: the freedom to read. Any legislation, pressure group or book selection policy which inhibits the freedom to read is a threat to the intellectual freedom of academic librarians in Canada and a threat to the civil rights of every Canadian citizen.

During the McCarthy witch-hunt in the United States the concern for intellectual freedom of librarians was enunciated in a statement prepared in 1953 by the Westchester Conference of the American Library Association and the American Book Publishers Council: "The Freedom to Read." Many of its tenets are incorporated in the "Statement on Intellectual Freedom" adopted by the Winnipeg Conference of the Canadian Library Association in 1974, the key provision of which reads:

"It is the responsibility of libraries to guarantee and facilitate access to all expressions of knowledge and intellectual activity including those which some elements of society may consider to be unconventional, unpopular or unacceptable. To this end, libraries shall acquire and make available the widest variety of materials."²

Intellectual freedom and censorship should be discussed together since each helps to define and illuminate the other. While intellectual freedom is the right to express and have access to all forms of creative endeavour, censorship is the attempt to prohibit or limit dissemination of certain intellectual or creative expressions because of their possible injurious effects on all or part of the public. When censorship is invoked it restricts the freedom of some to communicate their ideas in whatever form the author thinks appropriate, and of others to receive such communications. It has been said of intellectual freedom and censorship that, "although they are not mutually exclusive rarely do they both enjoy equal status."³ However, it is difficult to conceive of the two co-existing without censorship limiting intellectual freedom and nullifying freedom to read.

Faculty and academic librarians generally are agreed with Cardinal Newman that knowledge is an end in itself and that it is "a mistake to burden it with virtue or religion... Its direct business is not to steel the soul against temptation or to console it in affliction... To open the mind, to correct it, to refine it, to enable it to know, and to digest, master, rule, and use its knowledge, to give it power over its own faculties, application, flexibility, method, critical exactness, sagacity, resource, address, eloquent expression, is an object as intelligible... as the

cultivation of virtue, while at the same time, it is absolutely distinct from it."⁴ If the purpose of the university is to permit the unfettered search for truth through the acquisition of knowledge and the cultivation of the intellect, then censorship has no place in institutions of higher learning. Any person who or institution which abrogates the right of the university to search for truth wherever it may be found, infringes the intellectual freedom of the teacher to speak, write or otherwise communicate, of the student to listen, read and comment, and of the librarian to provide the works of the former for study by the latter.

For Canadian academic librarians there are three major threats to intellectual freedom. Firstly, the threat from the state itself, as censor, through various of its statutes; secondly, from individuals or pressure groups who may or may not have a legal basis for their insistent demands, and finally from within the profession itself, through biased book selection.

The threat from the state occurs when various sections of the Criminal Code (especially those on obscenity and on hate propaganda), the Customs Tariff Act and the Post Office Act are invoked. When a work is ruled obscene under sections 159 or 160 of the Criminal Code, and an academic library continues to circulate the work so ruled, librarians could be charged and penalized under section 165 which reads:

"165. Everyone who commits an offence under section 159, 161, 162, 163, or 164 is guilty of
(a) an indictable offence and is liable to imprisonment for two years, or
(b) an offence punishable on summary conviction."

Often works deemed obscene by the courts have or had been in academic (and indeed, public) libraries, catalogued and circulating, for

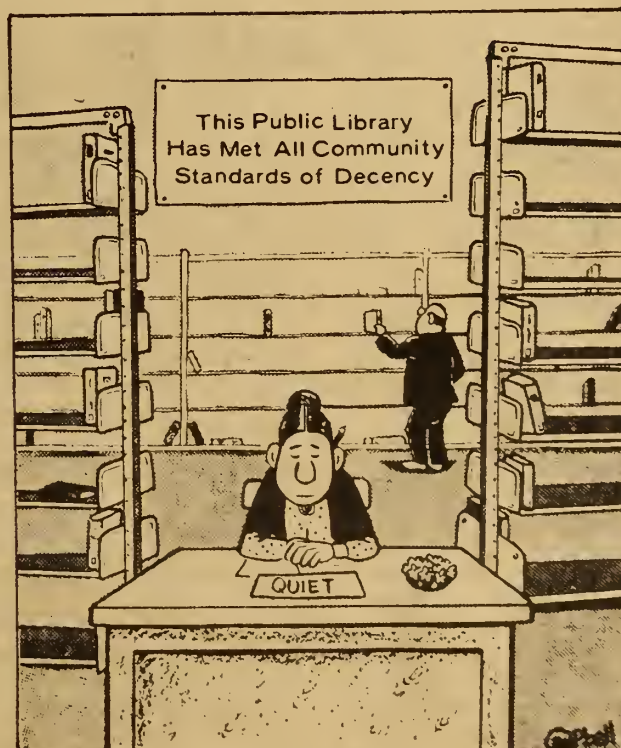
years.⁵ Condemned authors are legion: in this century they have included James Joyce, D.H. Lawrence, Henry Miller to name but a few. In the recent past, 1965, *Last Exit to Brooklyn* by Hubert Selby was ruled obscene after closed hearings in Vancouver County Court. An appeal by Wilfrid Duthie, from whose bookstore one copy was seized by police, was rejected by a B.C. Appeal Court, but before that decision was handed down, many college and university libraries had the book in their collections. In leaving it there, free to circulate, they faced prosecution: in withdrawing it they compromised not only their own intellectual freedom but the academic freedom upheld by their institution. The academic librarian is therefore thrust into an equivocal position: either he or she obeys the law and rejects freedom of enquiry by denying patrons the materials they may require in their pursuit of truth, or the law is flouted and the penalties risked.

Next, the Customs Tariff Act. In his address to the Institute of Professional Librarians of Ontario's second annual Workshop on Intellectual Freedom, co-sponsored by the Canadian Library Association, the then Minister of National Revenue, Robert Stanbury, noted:

"Our departmental policies in this area are... based on (a) the section of the Criminal Code which deals with obscene matters and on its interpretation by the courts, and (b) the sense of community standards reflected in decisions arising under the Customs Act.

I might add: the advice of the Department of Justice.

Authority is delegated to officers at ports of entry, who are given guide-lines and instructed to refer to Ottawa material about which they have doubt. There is right of appeal to the Deputy Minister, and thence to the courts."⁶



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Yet no list of material prohibited is maintained, nor is one provided by the Department of National Revenue to the public, the post office or to officers at ports of entry. Therefore, no-one (including those academic librarians who would prefer to obey the law than to demand total intellectual freedom) can know what is not permitted into Canada because of seizures made.

It is also impossible for anyone to determine precisely what obscenity is. As the University of Manitoba psychologist, F.L. Marcuse, writes:

"Surely, if the obscene numbs the mind and leads to rape... threatens the very moral fibre of our youth (it should be easy to define)... It must be remembered that to a sexual fetishist... even a seed catalogue may be stimulating."⁶

Yet not only has an acceptable definition of the obscene eluded the most astute of legal minds: the consequences of exposure to the obscene have been equally inconclusive. The scientific studies conducted at a cost of \$2,000,000 by the United States Commission on Obscenity and Pornography represent a major research effort towards acquiring knowledge of the effects of obscenity. But the Commissioners stated in their report that although more arrests for sexual offences were occurring, the increase in arrests for such offences had been less than the increase of arrests for robbery and narcotic law violations. In fact, arrests for sex offences was, during the period 1960-69, no more than 2% of all adult arrests during that period.⁷ "The all-important cardinal fact," Marcuse says, "is that there is nowhere conclusive evidence linking the reading, seeing or experiencing in any fashion, of pornography with sexual delinquency."⁸

Knowledge is an end in itself and it is a mistake to burden it with virtue or religion.

Learned and scholarly libraries should be entirely outside the scope of any law of obscene publication both in the procuring of books and in the extent to which books are made available to readers, since such libraries must, in the transaction of their affairs, serve the highest interests of the arts, sciences and social sciences. Alan Levy, Co-ordinator of the Canadian Freedom to Read Committee, states:

"... because the obscenity provisions of the criminal code have created a crime without victims they should be repealed... With regard to customs we recommend that Item 99201-1 of Schedule C of the Customs Tariff Act be removed eliminating censorship authority of Canadian officials under section 14 of that Act. With regard to the mail, it would appear from the Post Office Act that the authority of the Postmaster General to censor mail that he deems to be obscene will end once the Criminal Code's obscenity provisions are repealed."⁹

Although there is a constant potential threat to academic librarians from possible prosecution under the statutes cited above, there have, in fact, been no such prosecutions that I have been able to determine. The law then is honoured in the breach rather than the observance, but the threat remains. One is inclined, therefore, to concur with the study paper of the Prohibited and Regulated Conduct Project of the Law Reform Commission of Canada entitled *Obscenity*,¹⁰ that obscenity provisions should be removed from the criminal code. But, should that happen, and community standards become the touchstone for obscenity, will there be more intellectual freedom? "If the law supposes that," one could say with Dickens' beadle, Mr. Bumble, "the law is a ass — a idiot."

The threat to intellectual freedom through censorship by individuals or pressure groups is constantly with the academic librarian. In 1970 the president of Conestoga College, Kitchener, Ontario, cancelled the college library's subscription to the *East Village Other*, resulting in the resignation of three Conestoga librarians.¹¹ Within the past eighteen months several academic libraries, and many public libraries in Canada, received from the Church of Scientology communications regarding *Scientology: the New Religion*, by George Malko, *Inside Scientology*, by Robert Kaufman and *The Mind Benders*, by Cyril Vosper. Threats by the Scientologists were such (as this publication has reported), that on the advice of their solicitors the libraries of St. Mary's University, Halifax, and Concordia University, Montreal, removed Malko's book from their shelves. Ultimately the charges made by the Scientologists were withdrawn with the forceable request that the libraries which carried the unflattering works cited above agreed to carry material on the Church by the Church of Scientology or its supporters.

The Scientologists' legal action had prompted the Canadian Library Association to issue guidelines which urged libraries to keep the books named on their shelves and voted moneys to assist one of its members in the event of the case against that library reaching court. Despite the cessation of actions by the Church of Scientology, CLA is investigating the possibility of establishing, jointly with other groups such as authors, book-sellers and publishers, a legal defence fund to "meet the possibility of future legal action which might compromise intellectual freedom."

The range of books charged with corruption of morals and requiring censorship have included even language dictionaries, in particular, the *Dictionary of American Slang* which provoked in the United States a far more emotional reaction than it did in Canada. When an English instructor at the College of the Sequoias in California supported the use of the *Dictionary* in the school libraries of that state, he was publicly castigated and demands were made by various citizen groups, including the John Birch Society, to the college trustees to have him fired. Even the California State Superintendent of Public Instruction (who called the *Dictionary* "pure filth and obscenity... a practising handbook of sexual perversion") joined in the attack. Lists of objectionable words were compiled, pushed under apartment and house doors, placed in open cars, and under windshield wipers of locked cars, thus enlarging the vocabulary of hundreds of minors with a range of words "the very existence of which most of them would not have realized had the *Dictionary* been allowed to sit unmolested on the library shelf, for the use of those who needed it."¹² Happily, the pressure to censor was resisted and the instructor retained his post.

These three instances perhaps illustrate the power of the community to censor and to challenge the intellectual freedom of academic librarians: the individual in a position of power within the institution; an organized group using legal action, and a variety of citizen groups exerting pressure without recourse to law. These, and the incursions of the state, are overt and explicit threats.

However, the most insidious threat to the intellectual freedom of academic librarians is the danger within the profession of using book selection to evade the purchase of potentially controversial works, when the librarian himself acts as censor. The selector finds reasons to keep books, and looks for values, strengths and virtues that will overshadow minor objections, while the censor finds reasons to reject them, looking for weaknesses, objectionable features subject to possible misinterpretation and for

content that might be controversial. As Canon Sidney Smith of St. Paul's Cathedral wrote in the last century, "Men whose trade is rat-catching love to catch rats; the bug destroyer seizes upon the bugs; and the suppressor is gratified by finding his vice."

Learned and scholarly libraries should be entirely outside the scope of any law of obscene publication.

Most college and university libraries in Canada either have prepared or are preparing collection statements which give the rationale, scope and extent of their book selection policies. Should a librarian be challenged he or she can find support in institutional guidelines which might read, for example, "Level 3 — Intensive collecting in specialized scholarly fields, where virtually all printed materials on a subject are sought. Such collecting on a broad scale would support fundamental research with holdings of... volumes." A statement of this kind, produced in conjunction with teaching faculty, supports the acquisition of all kinds of library materials, regardless of their social, political or emotional bias, necessary for the institution's research requirements. It is unlikely that Canadian university librarians are tempted to censor rather than select. Much greater pressure is on the community college librarians, pressure which they have consistently resisted as noted in the Conestoga College example.

Threats to the intellectual freedom of academic librarians in Canada will continue to exist as long as statutory provisions are at variance with academic liberty, as long as individual and group intolerance stirs community action, and as long as librarians themselves succumb to the temptation to censor books rather than to select *quaecumque vera*.

FOOTNOTES

- 1 Canada, *Statutes*, 1960, Bill of Rights, c. 44.
- 2 Canadian Library Association, *Intellectual Freedom Task Force*, "Winnipeg Manifesto — Intellectual Freedom", *feliciter*, Vol. 20, July 1974, p. 18.
- 3 *Encyclopedia of Education* (1971), Vol. 5, p. 569.
- 4 John Henry, Cardinal Newman, *The Idea of a University*, New York, Longmans, Green, 1947, pp. 106-108.
- 5 Hon. Robert Stanbury, "The Government as Censor", *IPLO Quarterly*, Vol. 15, July 1973, pp. 14-15.
- 6 F.L. Marcuse, "Some Reflections on Pornography and Censorship", *Canadian Forum*, Vol. 54, March 1975, pp. 13-16.
- 7 U.S. Commission on Obscenity and Pornography, *Report*, Washington, D.C., Government Printing Office, 1970.
- 8 Marcuse, *op. cit.*
- 9 Alan D. Levy, "The Freedom to Read Committee", *IPLO Quarterly*, *op. cit.*, p. 27.
- 10 Law Reform Commission of Canada, *Criminal Law: Obscenity: A Study Paper*, Ottawa, Information Canada, 1973.
- 11 *Library Journal*, Vol. 95, 1 November 1970, pp. 3720-22.
- 12 S. Flexner, "The Man Who Corrupted California: On Censoring *The Dictionary of American Slang*", *Esquire*, Vol. 61, March 1964, pp. 82-34.
- 13 J.A. King, "Books and Banners: Case of Censoring *The Dictionary of American Slang*", *Saturday Review*, Vol. 46, 9 November 1963, pp. 28-9+.

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Guidelines on Academic Status for University Librarians

DOCUMENT

There are universities in Canada where professional librarians have long been eligible to join the faculty association. At some universities (notably Alberta) terms and conditions for appointment of librarians are laid out in the faculty handbook.

As faculty associations were being called upon to assist librarians, and increasingly admitted them as full members of the local associations, CAUT felt the necessity to establish formal guidelines on fair terms and conditions of appointment for librarians.

The Association recognized that although librarians were in a different category from other faculty members, as academic colleagues, they were entitled to corresponding protection.

It also became apparent that the Canadian Association of College and University Librarians (CACUL) had similar concerns about the status of librarians within universities.

Accordingly, a CAUT/CACUL Joint Committee was formed in 1974 (approved by CAUT Council that same year) to draft CAUT guidelines. A committee of six, made up of librarians and faculty, then prepared a first draft.

This document was discussed and approved in principle at the May 1975 CAUT Council meeting. CAUT Council approved the formation of another Joint Committee to perform a clause by clause study of the document.

On the basis of comments solicited by CAUT from member librarians and local and provincial associations, and by CACUL from its members, the document was amended and rewritten.

The final document, which appears below, will be brought before CAUT Board and Council this May.

Preamble

The Canadian Association of University Teachers and the Canadian Association of College and University Libraries believe that the professional staff of university libraries are partners with faculty members in contributing to the scholarly and intellectual functions of the university and should be accorded academic status, and the rights and responsibilities of that status, as set out below. Librarians do not merely support the academic activities of the university but are skilled professionals who play an integral role in the pursuit, dissemination and structuring of knowledge and understanding in the university. The increasing complexity of library and information technology ensures the vital role of librarians in the acquisition, organization and use of library resources in their many forms. Librarians have, moreover, an important responsibility to instruct faculty members and students, both formally and informally, in the availability and use of library resources. Further, librarians may themselves be involved in independent scholarly activity either in the field of library science or in other academic disciplines.

It has long been established that librarians have a duty to maintain intellectual freedom in the community. In the discharge of that duty in the narrower context of the university, librarians have a responsibility to protect academic freedom and are entitled to full protection of their own academic freedom. The nature of intellectual and academic freedom and their importance are described in the preamble to the CAUT Policy Statement on Academic Ap-

pointments and Tenure and in the Canadian Library Association's Statement on Intellectual Freedom.

Librarians, through the exercise of professional judgement, must ensure that library materials, no matter how controversial, are readily available to all. It is essential that all librarians be free to carry out their professional responsibilities, within the limits of appropriately defined library policies, without hindrance from persons or groups within or outside the university. It is for this reason that procedures which ensure academic due process in the resolution of disputes, now widely available to faculty members, should be available to librarians.

Librarians are entitled to have clearly defined and equitable procedures governing their career development. Procedures relating to the terms and conditions of their appointments should, insofar as is appropriate, be analogous to those in use for faculty members and should include procedures governing initial appointments, permanent appointments, promotion, dismissal and grievance resolution. Librarians should be entitled, as well, to research and study leaves at levels of financial support comparable to those for faculty, and should be eligible to apply for travel and research funds available within and outside the university. Librarians should be subject to regular evaluations of their professional competence, performance and career development. The criteria for such evaluations should be established clearly and applied fairly within the library. The faculty association should negotiate regulations prohibiting discrimination in accordance with the CAUT position.

Finally, librarians should be entitled to participate fully in the academic affairs of the university. They should be eligible for membership on the governing bodies of the university and of the library.

I. Appointments*

Librarians should hold academic appointments authorized in the same manner as those for faculty. The length and conditions of each appointment should be clearly stated in writing, including class of appointment, rank, salary and any special conditions attached to the appointment.

A. Types of Appointment

Appointments of librarians should be of three classes:

1. *Probationary appointments* implying that upon successful completion of the probationary period the University will grant a permanent appointment.
2. *Permanent appointments*
3. *Limited-term appointments* carrying no implication of renewal or continuation beyond the term and no implication that the appointee is on probation for a permanent appointment.

B. Selection Procedures

Recommendations of candidates for initial probationary or initial permanent appointments should be made by a representative committee of librarians. The committee should be involved in the procedures for advertising the positions, reviewing the applications, secu-

Dans certaines universités du Canada, les bibliothécaires sont depuis longtemps admissibles à devenir membres de l'association des professeurs. Dans certaines universités, et notamment celle d'Alberta, les conditions de nomination des bibliothécaires sont précisées dans le guide des professeurs.

Les associations de professeurs ont été appelées à aider les bibliothécaires et, de plus en plus, ont admis ces derniers comme membres à part entière de l'Association locale. L'ACPU a donc estimé qu'il était nécessaire d'établir des directives officielles concernant les conditions équitables de nomination des bibliothécaires.

L'Association estime que, même si les bibliothécaires font partie d'une catégorie autre que celle des professeurs, ils ont, en tant que collègues de l'université, le droit de recevoir la même protection que les professeurs.

Il est également évident que la Canadian Association of College and University Librarians (CACUL) a les mêmes préoccupations que nous en ce qui concerne le statut des bibliothécaires dans les universités.

Un comité conjoint ACPU/CACUL a donc été formé en 1974 (avec l'approbation du Conseil de cette même année) pour élaborer les directives de l'ACPU en la matière. Un comité de six personnes composé de professeurs et de bibliothécaires a donc préparé un premier projet.

Ce document a été discuté et approuvé en principe lors de la réunion de mai 1975 du Conseil de l'ACPU. Ce dernier a approuvé la formation d'un autre comité conjoint chargé d'étudier le document article par article.

Sur la foi des commentaires des bibliothécaires membres de l'ACPU et de ses associations locales et provinciales ainsi que de ceux des membres du CACUL, le document a été modifié et rédigé de nouveau.

Le document final qui suit sera présenté au Conseil et au Bureau de direction au mois de mai.

ring requisite outside evaluations, selecting and interviewing candidates and recommending preferred candidates.

C. Probationary Appointments

1. The purpose of a probationary appointment is to provide a period of mutual appraisal for the university and the librarian. Probation does not guarantee permanent appointment but does imply that the university will give very serious consideration to such an appointment.
2. A permanent appointment may be granted to experienced librarians without probationary service. In determining the probationary period for an experienced librarian all previous professional service should be taken into account.
3. For beginning librarians the normal probationary appointment should be two years in length.
4. No probationary appointment, including any extension of an initial probationary period, should exceed three years in length.
5. The probationary appointment shall specify the date at which the librarian will be considered for a permanent appointment; normally this shall be three months prior to the end of a one-year probationary period, six months prior to the end of a two-year or longer period.

Note: New procedures consonant with these guidelines should not be applied retroactively except at the request of a librarian.*

6. Consideration for a permanent appointment may result in the granting of a permanent appointment, extending the probationary period (where extension is possible), or terminating employment.
7. The principles of academic freedom including the right to criticize the university or to take controversial stands on public issues, which are the rights of all librarians, apply equally to those on probationary appointments.

D. Permanent Appointments.

The conferring of a permanent appointment is likely to be the most important step in the relations between the university and a librarian. The decision, therefore, should be made only after careful consideration by clearly-defined and well-publicized procedures which include the librarian's right to fair hearing and appeal procedures. The granting or denial of a permanent appointment should be communicated formally and immediately to the librarian.

E. Limited-Term Appointments

1. Limited-term appointments should not be substituted for probationary appointments. They should be used only for special purposes, for example, to replace a librarian on leave or to appoint a librarian for a special project of limited duration.
2. The length, and any special conditions, attached to a limited-term appointment should be clearly stated in writing.
3. If it is necessary to renew a limited-term appointment every effort should be made to notify the librarian as early as possible before the end of the current appointment.
4. Librarians who hold limited-term appointments for three consecutive years should be entitled to consideration for a permanent appointment as set out below.

F. Criteria for Permanent Appointment and Promotion

1. Each library should have a published statement of criteria for the conferral of permanent appointment and promotion.
2. The primary criterion should be professional performance; how well the librarian carries out the duties and responsibilities of the position held.
3. Other criteria to be considered should include:
 - (a) Research and scholarly work
 - (b) Professional activity outside the library
 - (c) University and community service
4. Personal and professional incompatibility shall only be invoked as a reason for denying a permanent appointment or promotion if it can be demonstrated that this incompatibility seriously disrupts the work of others.

G. Promotion in Rank

1. Each library should have a pattern of ranks for librarians which corresponds with that of faculty. The normal pattern should be four ranks for librarians corresponding to the four professorial ranks. Such ranks should reflect individual levels of professional accomplishment and should be independent of any scheme for the classification of positions.
2. Librarians should be formally evaluated and reviewed for promotion at regular intervals.
3. If a librarian believes there are substantial grounds for disagreement with a decision to deny promotion it should be possible to seek redress by submitting the dispute to an appropriate university grievance resolution procedure (see section III below).

H. Committee on Permanent Appointments and Promotions

1. Each library should have an elected committee broadly representative of the professional staff which is charged with making recom-

mendations on permanent appointments and promotions.

2. In recommending candidates holding probationary appointments for permanent appointments the committee should carefully review the candidate's qualifications, examine evaluation reports, solicit the views of persons familiar with the candidate's work, interview the candidate, and provide the candidate with an opportunity to submit relevant information.
3. In recommending candidates for promotion the committee should review all pertinent documentation, including evaluations by both the candidate's peers and supervisors.
4. The committee should communicate any favourable recommendation on permanent appointment or promotion in writing both to the candidate and to any reviewing authority.
5. If the committee proposes to recommend against permanent appointment or promotion, or to recommend that a probationary appointment be extended, it should, before making a formal recommendation, notify the candidate and provide, upon request, a written statement of the reasons for the proposed recommendation. The candidate should then have the right to meet with the committee to discuss those reasons before the recommendation is formally made. If the final recommendation is negative the candidate should be so informed in writing, and should, upon request, receive a statement of reasons which should be complete, substantive and related to the appropriate criteria. Any written recommendation or statement of reasons which is given to the candidate shall also be sent to any reviewing authority.

I. Review and Appeals Relating to Permanent Appointments

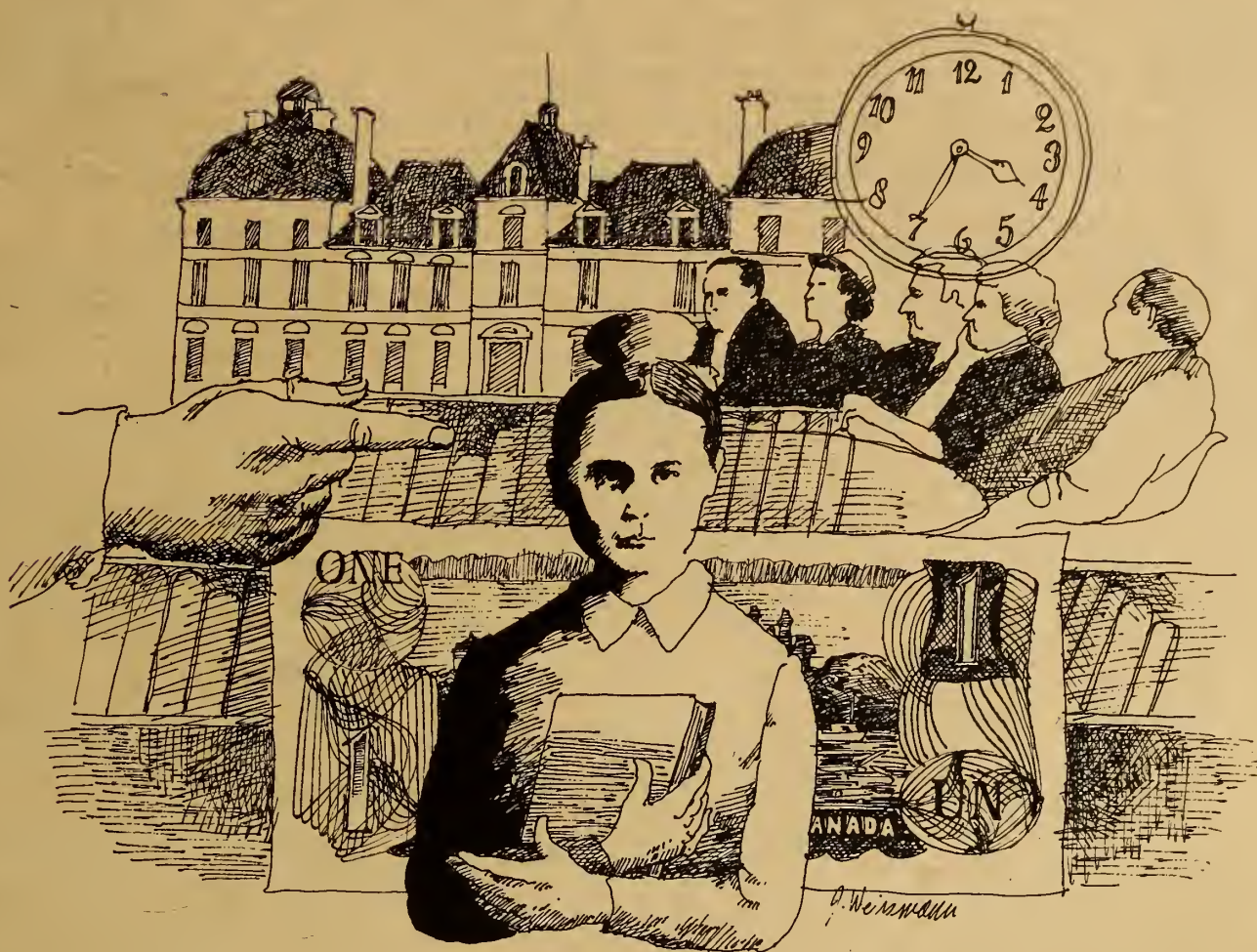
1. The librarian should have the right to receive in writing the recommendations and the reasons for them of any university reviewing authority beyond the library committee on permanent appointments and promotions prior to any submission to the President.
2. In addition to any review procedure the librarian should have access to arbitration or to a university-wide appeals committee, a majority of whose members are elected. Any member of an appeals committee who has had previous personal involvement in a case should be disqualified when that case is considered.
3. The arbitration panel or appeals committee should give the librarian reasonable notice in writing of the time and place of hearings, and a summary of the earlier decisions and the reasons for them. The librarian should have the right (1) to submit the case in writing and in person before the panel or committee; (2) to receive a summary of any material or considerations not introduced in prior proceedings and the opportunity to speak to them; (3) to be represented by an advisor. If competence is in dispute the arbitration panel or the appeals committee may solicit opinions from librarians outside the university. This should not preclude the librarian from presenting similar evidence. The arbitration panel or the appeals committee shall produce a written judgement with reasons for its decision.

II. Dismissal Procedures

1. "Dismissal" means the termination of an appointment by the university without the consent of the librarian before the end of a stated contractual period. It follows that the failure to renew a contract of limited term does not constitute dismissal; that the decision not to grant a permanent appointment at the end of a probationary period does not

constitute dismissal; that the termination of a probationary or limited-term appointment during the course of its term constitutes dismissal; that the termination of a permanent appointment by the university at any time other than normal retirement constitutes dismissal.

2. Physical or emotional inability to carry out reasonable duties ought to be treated separately from dismissal. Under these circumstances the librarian involved should be granted leave under some form of disability insurance.
3. A permanent appointment should be terminated only upon proof of adequate cause before an arbitration committee which is constituted as set out below. A librarian on a probationary or limited-term appointment should have access to the same procedures.
4. If "adequate cause" is to be defined, it might be said to mean, or to include, gross misconduct or persistent neglect of a librarian's duty to the university. A definition here would only substitute one set of general words for another. The real meaning of either "adequate cause" or any substituted phrase can only be reached in the context of a particular case, and the important thing is to ensure that a procedure is followed that will permit dispassionate consideration of "cause" established by the evidence.
5. Every effort should be made to resolve a case informally before dismissal procedures are invoked.
6. When the President of the university and the Chief Librarian are satisfied that there is adequate cause to justify recommending that a librarian should be dismissed, the President and the Chief Librarian should forthwith notify the librarian that they intend so to recommend, and they should invite the librarian to meet with them in the presence of his or her supervisor and a librarian having a permanent appointment who is acceptable to the Chief Librarian and the librarian concerned. In this and all further proceedings the librarian should be permitted to bring and be assisted by an advisor.
7. If the attempt to settle the matter fails, the university shall inform the librarian in writing of the charges against him or her in sufficient detail to enable a full defense to be prepared.
8. (a) Within 14 days of the receipt by the librarian of written charges as provided above, the university and the librarian shall meet to name jointly an arbitration committee.
 - (b) The arbitration committee shall consist of three librarians from outside the university who are acceptable to the university and the individual.
 - (c) If the university and the librarian are unable to constitute an arbitration committee within 21 days from the meeting in 8 above, recourse shall be had to procedures outlined in 9 below.
9. A person of unquestioned integrity and independence from outside the university shall be appointed jointly by the university and the faculty association. The function of this person will be either to name the chairman of the arbitration committee where the representative of the university and the librarian have each agreed to name one member to the committee or to name all three members to the arbitration committee when the representative of the university and the librarian have agreed to this course of action. Such a person shall be appointed within 30 days of the adoption of dismissal regulations, or of the resignation of a person previously appointed.
10. (a) The arbitration committee shall convene within 21 days of being constituted, and shall



attempt to conclude its proceedings and render its decision as expeditiously as possible.

(b) The arbitration committee shall have the right to establish its own procedures, and to require each party to make full disclosure of evidence which the committee deems relevant, having due regard to basic fairness. In any event, it shall:

- (i) notify all persons concerned of the time and place at which it intends to hear the parties;
- (ii) afford both parties the right to appear in person with or without counsel or other advisors, and to examine and cross-examine witnesses;
- (iii) hold its hearings in camera (except where provincial law requires open hearings) unless both parties agree in writing that they shall be open, and instruct all persons appearing before the committee in camera to treat all evidence and proceedings as confidential;
- (iv) require each party to indicate the nature of the evidence it intends to rely on, in order to enable the other party to make a full and fair answer;

(c) No formal transcript of the proceedings shall be kept; however, the committee shall have the authority to require that a logged audio tape of all or part of the proceedings be kept for its own use.

(d) The committee shall issue a written decision which contains findings of fact, reasons, and conclusions as to adequacy of cause. The written decision shall be forwarded to the university and to the librarian, either of whom may decide to make the decision public.

(e) The decision of the committee shall be final and binding on the librarian and the university.

(f) In its award the committee shall declare:

- (i) that cause for dismissal has not been shown, and that any suspension in effect shall be rescinded;

OR

(ii) that cause for dismissal has been shown.

(g) In the event that the committee finds cause for dismissal the committee may rule that the librarian's salary and the university's contribution to his or her pension shall be continued for a period not exceeding one year from the date of the committee's decision.

11. The President of a university may, by written notice for stated cause, suspend a librarian from some or all university duties and withdraw some or all university privileges, provided that dismissal or other procedures to determine the propriety of such action have already been initiated or are initiated simultaneously. The suspension should terminate with the conclusion of the dismissal or other proceedings, or at such earlier time as the President may deem appropriate. The stated cause for suspension must involve an immediate threat to the functioning of the university, or to any member of the university. Salary and other benefits should continue throughout the period of suspension.

12. Any failure by one party to observe any of the time limits set out herein shall entitle the other party to invoke succeeding steps in the procedure. However, the parties may mutually agree in writing to extend any time limit provided herein.

III. Grievance Procedures in Cases not Involving Permanent Appointment or Dismissal

Librarians should have access to an equitable procedure by which they may seek redress of grievances relating, for example, to denial of promotion, unfair annual evaluation, failure to be selected for a more senior or responsible position, harassment or discrimination by any university administrator.

IV. Salaries and Benefits

A. Salaries

1. Salary negotiations for librarians should be carried out at the same time and under the same conditions as salary negotiations for

other academic staff.

2. The salaries for librarians should correspond to those for faculty of equivalent qualifications and experience.

B. Other Economic Benefits

Librarians should enjoy the same economic benefits, such as pension plans, health insurance and disability insurance, as other academic staff.

C. Research and Travel Funds

1. Librarians should have access to research and travel funds on the same basis as other academic staff.
2. Librarians should have access to released time for research projects mutually agreed upon between the librarian and the library administration.

D. Leaves

1. Librarians should be eligible for sabbatical or study leave upon submission of an acceptable study or research proposal.
2. Librarians should be eligible for paid and unpaid leaves of absence on the same basis as other academic staff and should be permitted to use such leaves to upgrade their academic qualifications.

V. University and Library Governance

1. Librarians play an essential role in the acquisition and maintenance of library materials for new and existing programmes and should participate in the determination of general academic policies which affect the entire university. They should, therefore, be eligible to serve as elected or appointed members on all appropriate university governing councils and committees. Though the Chief Librarian may serve in an ex-officio capacity, librarians should be eligible to serve as elected members of the university Senate, or equivalent body, and its committees and should be represented on any university committee whose responsibilities include any aspect of the operation of the university library system.

2. All librarians should be members of a Library Council which is chaired by the Chief Librarian. The Council should have responsibility for the development of policies and procedures for the operation of the library as a whole and should be responsible to the Senate or equivalent body.
3. Where departments or divisions exist within the library, all librarians should be eligible to participate in the development of departmental and divisional policies and procedures and to serve on departmental and divisional committees. It is recognized that policies and recommendations emanating from departments and divisions may be subject to the approval and ratification of the Library Council and the University Senate or its equivalent.
4. Librarians should participate as members of search and appointment committees for all administrative posts within the library.

Library Governance

by Margaret Beckman

The recent Guidelines on Academic Status for Professional University Librarians endorsed by both CAUT and CACUL expresses a philosophy of academic librarianship with which few librarians at least, will disagree. But in the determination of policies and procedures with which to implement that philosophy, more concern has been given to an attempt to model the library and librarians after the college and teaching faculty members, than to recognize a character of academic librarianship distinct from university teaching, with a need for terms and conditions of employment which adequately reflect the objectives of the library within the university community.

The section in the Guidelines on library governance is one which is of particular concern, because the method of library governance or administration may well be the determining factor in the quality and economy of library service offered. "The university library system should operate under internal policies and procedures which are analogous to those used in the traditional academic Faculties. While the Chief Librarian, analogous to the Dean of an academic Faculty, should have overall responsibility for the operation of the library system, the policies and procedures of the system as a whole should be determined by a Library Council which is responsible to the Senate and which is composed of all full-time professional librarians as voting members, as well as representatives from elsewhere in the University."¹

Differences As Well As Similarities

While librarians share many academic concerns and activities with teaching faculty members, there are also many differences. Perhaps the most obvious ones are the management and/or production components of the work of the professional library staff, measurable components which are not apparent in the activities of the majority of the teaching faculty. Nor is the Chief Librarian analogous to a Dean. The Chief Librarian is accountable for the efficient operation of a library, which comprises a complex interaction of a variety of functions and services which must be coordinated effectively in order to meet the resource and information needs of the university.

Moreover, the suggestion in the CAUT/CACUL document that library policies and procedures be determined by all professional staff acting in a Council responsible to Senate would result in a library system unable to respond adequately to the constantly changing requirements of the academic community. Financial, academic, or technical considerations may impact suddenly, and immediate decisions are frequently necessary. A Chief Librarian cannot be expected to be accountable to the Senate and University Administration without responsibility for the internal operating procedures of the library. To have a library staff also reporting, through a Council, directly to Senate as is suggested, is incompatible with any principles of management, and would lead to anarchy. As long as the Chief Librarian is held accountable to either the President, the Board of Governors or to Senate, he or she must have final decision-making authority in such areas as

approval of department heads, establishment of priorities for library goals and objectives, as well as for allocation of resources. Staff members voting for the head of the catalogue department on a rotating basis, or for the introduction or cancellation of a particular form of library service would not necessarily result in the provision of effective access to the collections of a research library.

Collegial Concept Isn't Sole Alternative

The second reason for my reluctance to accept the collegial concept of library governance is that the assumption that it is the only alternative to bureaucratic administration is also invalid. A consultative or participatory form of library management can achieve all the benefits of a collegial system, and still leave the library director with a role for which he or she can accept accountability. Such a form of library management was recommended to members of the American Association of Research Librarians (ARL) after the conclusion of a study of the administrative structure and procedures at Columbia University Library, chosen as representative of the academic research libraries of the United States. ARL now makes available, through their Office of Management Studies, assistance to other academic libraries in their progress toward implementing similar concepts.

Within the consultative or participatory system, decision making is done within the framework of objectives which have been mutually established. A management council consisting of the library director and his senior staff for resources, services, planning and personnel direct long-range planning, as well as identify the implications of university policy or budgetary limitations. But actual decisions are taken at a level of staff involving more than just the senior administration. Meeting with the operational department heads on a regular, probably weekly, basis, the Library Director and his resource staff resolve problems and identify matters which require policy statements from the Senate or University administration. Resulting decisions are communicated to all staff members through distributed minutes and through department meetings which are also regularly scheduled.

Efficient operation and management information systems, with procedural manuals and standards of productivity and measurement for all library processes and services can also be part of the consultative management system. Staff committees assist in the identification and solution of problems or the definition of new procedures, and make recommendations for decision by the department heads, meeting in concert with the senior library staff. Resources and library staff can then be allocated on an equitable basis, related to established priorities and measured needs.

Librarians working in this type of library organization can assume a much greater degree of independence, since objectives, policies, and procedures are all stated and understood. Participation in the various committees assists individual librarians in a greater understanding of the total library system, as well as encouraging a unification of the library staff in its pursuit of

a common goal — more effective library service.

Concomitant with a participatory form of library governance is the attention which must be given to the personnel function within the management system. As stated in the report of the ARL study of Columbia University Library referred to above, "the human resources of the libraries are so important that the highest level of attention should be given to the personnel function: the Personnel Office, headed by an Assistant University Librarian, should operate as an integral part of the top management."² Through this Office, relevant criteria for evaluation and promotion can be determined, as well as staff development plans, in-service training programs, job descriptions and classification schedules.

Academic libraries would be seriously hampered if they were not capable of meeting the changing needs of the user by responding quickly to new or potential demands. In Ontario, at least, the rapidly increasing cost of books and periodicals without a parallel increase in the acquisition budget, as well as the forced reduction in library staffing at a very time when library use is increasing, imposes severe restraints on the various academic library systems. To suggest that the hierarchical form of library administration which is evident in most of the libraries can adequately cope with the problems now confronting us is quite wrong. But to assume that a collegial form of library governance would provide a better answer may be even less valid. Since what is really wanted by the librarians who staff the academic libraries of this country is participation in the decision-making of their individual libraries, let us choose a vehicle which has demonstrated its success in that requirement — participatory management.

Procedures for staff selection, evaluation, promotion, contract renewal, and grievance resolution may all find acceptable models in the collegial form, and the CAUT/CACUL guidelines are admirable in this regard. But the suggestion of collegial library governance should be given careful analysis in a simulated operating environment before it is recommended. The unique position of the library — one which has management-oriented production goals as well as academic teaching and research objectives — must be recognized. It should be possible to recommend a form of library governance which will allow librarians to participate in decision-making and to be treated similarly to their academic colleagues, without destroying the efficiency of a necessary management and accountability structure. The consultative or participatory form of library governance fulfills those requirements without negating the principles of the CAUT/CACUL Guidelines.

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Bolstering the Collective Academic Ego

THE VOICELESS UNIVERSITY. An Argument for Intellectual Autonomy, by Harold Zyskind and Robert Sternfeld. Jossey-Bass Inc., Publishers: San Francisco, London, Washington, 1971. Pp. xx + 193.

A design for the nature and purpose of the university institution is reduced to a simple option: "whether to go in thought from psychosocial factors to the classroom or from the classroom to psychosocial factors." Contrasting images of the university, each a reflection of the poles of this dichotomy, are presented for review. The former is subjected to polemical attack while the latter, since it is based on the essential structure of higher education, is proclaimed as the true university.

The image of a university diverted from its mission is built upon an interpretation of events occurring during the "primary period of campus revolt — 1964-1969." And, more specifically, of events occurring during the same period at SUNY, Stony Brook (where the authors are professors of philosophy). The result is not a description of an institution, but instead a characterization of its function or purpose. The claim is that the legacy of the 1960's has left the institution merely as a means in the service of interests external to, and contradictory of, the basic nature of university education — a claim based largely on gratuitous inferential leaps. For example, university administrators are lumped with student radicals (which seems unkind to both) as a common voice for change; the intra- and extra-disciplinary diversity of social, economic, cultural, political and psychological theory are represented as a unity; and, dialectical thought is treated as a dialectic dogma, and to make matters worse, called the "dreamlike sequence of the Hegelian dialectic" or the "Hegelian dream sequence." The fact that in form, function, and activity the university is a part of a larger system is ignored in the argument.

The image of an autonomous university is deducted from first principles inherent in university education. In this case the central activity of the university is said to be disciplined thought dealing in the medium of "autonomous ideas". Since this concept is basic to the argument an example is provided in the authors' own words:

"...we think of the sentences '*p* implies the sentence *q*' and '*p* is true' as two independent propositions. As such they are not connected. We then leave it to the mind to link them up in obvious way so as to conclude 'therefore *q* is true.' This conception of how the conclusion is reached allows one to assume that the abstractness of the set of propositions makes them inert. But the first two propositions, taken together as a piece of mind, clearly are directed to the establishment of *q*'s truth value: 'therefore *q*' is the completion of the ideas inherent in the propositions. To grasp the idea is to grasp this inner continuity. To make the same point by a less fanciful metaphor: such an idea is autonomous — that is, it is literally a law unto itself."

It is clear enough that a set of propositions may contain an inferential logic which goes beyond the initial propositions. However, the notion that "idea is itself a 'piece of mind'" does nothing to establish the connection between the propositions. A common element or elements in

the propositions do this. Therefore, initial propositions may be strung together at will, so to speak, and this is exactly what the authors do in constructing the autonomous university. The important question, then, is what sort of prospect does this autonomous university hold out for us.

A major portion of the book is devoted to a design for the curriculum and internal activities of the autonomous university. The centripetal activity of the university becomes the development of knowledge provided by the discovery of the logic inherent in autonomous ideas. The participants are the "master" (teacher) and students. The former does in the classroom what he does as a professional in his discipline (professional activity "can be looked at as an end in itself — indeed as one of the noblest activities of man"). The students "point out to the teacher-expert whether his arguments are intelligible and cogent." The relationship between teacher and student is characterized as a dependency — each needs the other — and that the teacher needs the student to test "truth claims" provides the student with a source of power. (This is apparently the bone for would-be student radicals.)

Even in its relationship with society the autonomous university maintains its own determinate structure. According to the argument, society establishes the ends which the university may serve but always with the provision that what society wants is not necessarily what society gets. It is just the opposite, for any particu-

lar society's right to existence is judged on the grounds of its protection of university activity:

"We can conclude that one test of the viability of a society — that is, *whether or not the society should be maintained* and can serve as its own means of self-improvement — might be found in the answer to the question whether the society provides the conditions for unhampered university activity." (Emphasis supplied)

And further, since academics are considered to hold the promise for peace and truth, it would seem reasonable to conclude that academics would make the judgement. This may be great stuff for bolstering the collective academic ego but does not resolve the problems of a real university institution.

There is a semblance of plausibility in the voiceless university, but only because some of its qualities resemble the theme of autonomy implicit in the familiar notions of academic freedom, collegiality, the inviolability of the classroom and the university from outside forces, such as police, politicians, etc. Its other qualities, especially the absence of change, the presence of harmony, and its design following from a unitary principle, reveal a utopian institution.

The main contribution of the book is the description of this utopia. It is a near-perfect design of the ideal as well as a mask to hide the real university. And that is very much what the campus reaction of the 1960's was all about.

Alan Mason

Kampus Kollapse — An Intellectual Exercise

Leadership, Goals and Power in Higher Education by Barry M. Richman, Richard N. Farmer in the Jossey-Bass Series in Higher Education

If all books were required to have an accurately descriptive title then we would have to add the words — A Theoretical Treatise Depending upon an Elaborate Scenario — to the title of this work. The scenario which is laid out in great detail in Chapter 2 makes interesting reading and would surely form the basis for a new game for two or more academics — Kampus Kollapse? — with an initial round being necessary to argue about which university the scenes really describe. For example does the entry below strike a chord?

Chronology of Critical Events 1972-73: Acute crisis. Financial (budgetary) crisis leads to disastrous managerial and leadership crisis that compounds financial crisis.

Major Managerial Problems. Deficient overall functioning by president and central administration; also major problems involving goal system and priorities, as well as power and authority.

The rest of the book takes 250 pages to draw the chronology of Chapter 2 through some presumed meetings and some 'techniques' for analysing goals all from an organizational or management angle. There is much talk about effective management processes, the importance of real participation and communication, inputs, outputs, constraints and so on. As long as

we remember that the authors are playing a game, in fact quite a sophisticated one, the book makes interesting reading but no more so than many others of the same type. For it is all just a little too easy and too classic — like an anatomy lesson on a carefully prepared dummy which lacks the irregularities and surprises of a real cadaver.

Two of the Chapters (4 and 6) catalogue similar published efforts by a number of workers and attempt to compare them with one another as well as with the plot of Chapter 2. The authors don't seem to have much time for any of the *people* in the university world, administrators, faculty or students — support staff don't rate consideration. The other groups, through their actions or self-images, are seen to create administrative or managerial problems to be solved. In fact, the authors would have us believe there are only such problems, devoid of human interest, because they depend on stereotypical attitudes.

As an intellectual exercise, creating the rules of the game (Ch. 2) and commenting on strategies for playing the game to its possible ends, must have given the authors an interesting challenge and they have done a competent job. As an insight into an university and its people, even for an administrator seeking reassurance, the book is at best a disappointment.

G.W. Bennett

A Capsule History of Canadian Education

Profiles of Canadian Educators, edited by R.S. Patterson, J.W. Chalmers and J.W. Friesen. Toronto: D.C. Heath Canada Ltd. p. 409. \$6.95.

Profiles of Canadian Educators is a systematically arranged sequence of 20 concise and fully documented studies of (a selection of) 18 men and 2 women who have significantly influenced Canadian education as it has developed in the course of three centuries. The subjects range from Marguerite Bourgeoys, who was born in 1620, to Milton LaZerte, who died at the age of 90 in 1974, and include at least one person associated with each of the ten provinces. Five are familiar figures in Canadian history: Mother Marguerite, John Strachan, Egerton Ryerson, Jean-Baptiste Meilleur, Archbishop Taché. Another six are well-known figures to students of Canadian education: Thomas McCulloch, J.L. Hughes, John Seath, Adelaide Hoodless, J.G. Althouse, Milton LaZerte. The remaining nine are men whose reputation is not likely to have extended beyond the province or region in which their main educational work was undertaken: Bishop Edward Feild of Newfoundland, John McDougall and David Goggin of Manitoba and the North-West Territories, Alexander MacKay and Loran DeWolfe of Nova Scotia, Marshall d'Avray of New Brunswick, Hubert Newland and John Barnett of Alberta, and Herbert King of British Columbia. The chapters on these relatively unknown figures are in many respects the most interesting in the book; in each case one completes the chapter satisfied that the choice was justified.

The primary concern of the authors of each of the studies is to establish the subject's philosophy of education. This is done by an analysis of their written statements, and here one becomes aware of the genuine scholarship which since about 1965 has come to characterize the work of the departments of the history and philosophy of education in half a dozen of our faculties of education, most notably those of Alberta, Calgary and Western Ontario. The corpus of the subject's written work has been carefully identified through an exhaustive examination of newspapers, departments of education reports and the journals of teachers' associations. The quotations are well chosen and scrupulously documented in the footnotes.

The subject's educational activities are given due attention, partly in a brief biographical introduction but also in the main text. Nonetheless the emphasis is, as has been noted, on the philosophy rather than the history. This produces interesting and sometimes surprising results; Strachan and Ryerson, normally regarded as archrivals, emerge as being in basic agreement on most matters, while a common ideal underlies the interest of J.L. Hughes in kindergartens, of Adelaide Hoodless in home economics, and of John Seath in vocational training. The profiles of Hubert Newland and Herbert King illustrate the particular form, by no means identical to the American, which the Progressive Education Movement took in the Canadian West in the 1920's and 1930's. Those of Alexander MacKay, Loran DeWolfe, and Marshall d'Avray illustrate how the economic situation in the Maritimes inhibited the growth there of educational movements which took effective root in Central and Western Canada.

The studies, then, are not isolated phenomena but variations on a number of themes in Canadian and Canadian educational history. The reader is assisted in recognizing this by the general introduction and more particularly by the introductions to the four sections into which

the individual studies are grouped: Pioneer Efforts (Bourgeoys, McCulloch, Strachan, McDougall, Feild); The Development of the Public School (Meilleur, Ryerson, Taché, Goggin); Broadening the Outlook, i.e., the changes introduced between 1880 and 1940 (Hughes, Hoodless, Seath, MacKay, DeWolfe, Newland, King) and Professionalization of Education (d'Avray, Barnett, LaZerte, Althouse). This arrangement has the effect of making the book a capsule history of Canadian education. While no substitute for Wilson, Stamp and Audet's *Canadian Education: A History* (Prentice Hall of Canada, 1970), *Profiles of Canadian Educators* is a useful supplement to that important work, bringing as it does a sharper focus on a number of the characteristics of Canadian education.

The book sets some sort of record for ty-

pographical errors, but this is an annoyance rather than a major criticism. The prose style of the 14 authors is competent rather than distinguished, and at times the temptation to skip a few pages is irresistible. Readers of the *CAUT Bulletin* are, however, urged not only to read the volume but to persevere in working their way through the individual chapters, each of which is approximately 20 pages in length. The Canadian universities of today differ significantly from their American, British and French counterparts, and this is a consequence of their historical development. To understand the latter it is necessary to be aware of the state of primary and secondary education as these have developed particularly since the 1820's. *Profiles of Canadian Educators* provides this background.

Robin S. Harris

Language and Culture: two halves of a whole

British Social Anthropologists and Language, a history of separate development, by Hilary Henson. Clarendon Press, Oxford, 1974.

This book is a scholarly effort to demonstrate that British social anthropologists have consistently failed to take sufficient notice of the development of linguistics and to recognize the central importance of meaning in their analyses of cultures. As such, it follows directly from the ASA Monograph 10, *Social Anthropology and Language* (Ardener 1971) and is based on an assumption which is documented in that earlier publication but nowhere in this book. The assumption, in the words of Mary Douglas, is that 'Anthropology has moved from the simple analysis of social structures current in the 1940's to the structural analysis of thought systems.' More and more anthropologists are coming around to this view and the present book will be nothing more for them than a further proof of how their discipline has progressed in the last twenty years. Those who remain blind to this change will probably not be convinced by this book, which is based almost entirely on negative evidence. It takes for granted that the true importance of linguistics for social anthropology has been demonstrated, especially in Ardener's 'Introductory Essay' to ASA Monograph 10, and it thus seems essential to have read this work first.

Ms. Henson surveys the period 1850-1970, that is practically all the history of British social anthropology. Her review of 19th century anthropological views on language is at times amusing, as in this quote from Payne: 'From 20 to 40 years is probably a liberal allotment for the average life of a very low savage language.' Most anthropologists today would look back with disbelief at this kind of statement and this in itself is revealing. Anthropological linguistics is perhaps the subfield of the discipline where most progress has been made. While 19th century theories on religion, economic systems, material culture, or most other topics generally covered by social anthropology are still seriously considered and discussed today, the contemporary theories on language now appear downright farcical. Yet, 19th century British anthropology, with its concern for comparative analysis, and always searching for evidence of evolution or diffusion, has often paid more attention to language than following generations of anthropologists.

Much of the book is given to a discussion of the works of B. Malinowski, traditionally hailed as one of the founders of social anthropology and as a great linguist. In a book of 130 pages, roughly 50 are given to this discussion and such central figures as Radcliffe-Brown, Evans-Pritchard, Leach, R. Firth, and others, are considered in a chapter entitled 'Malinowski's Contemporaries, and After'. This is understandable to anyone familiar with the

British myth of Malinowski (in Cambridge, for example, undergraduates are still asked to prepare an exam on the writings of a famous anthropologist, who year after year remains Malinowski). Long after his sociological theories have been rejected by most, and after seeing his reputation as a fieldworker seriously shaken by the publication of his diary, Malinowski is still considered by many as a great linguist. Ms. Henson tries her utmost to destroy this remaining part of the myth. She attacks, often ferociously, every aspect of Malinowski's views on language: his semantic theory of the 'context of situation', his total ignorance of linguistic theories and of the developments that were occurring outside Britain, even his self-proclaimed ability to learn languages. Contrary to popular belief, Ms. Henson argues that Malinowski, far from generating a genuine interest in language among his younger colleagues, in fact hindered any further development of anthropological linguistics in Britain.

There were, of course, exceptions to this generally bleak picture and the author does point out that scholars like Evans-Pritchard, Nadel, Leach, Ardener and Douglas, because of their interest in linguistics and perhaps also because of their reaction against Malinowski's teaching, now appear as pioneers in a sterile and even hostile intellectual environment. Their work made possible, in the early sixties, the birth of the 'new anthropology' which generated a new interest in 'symbols, belief systems, and ideologies, or, in short, in meaning'.

The only problem was that the rest of the world had been working at this for decades and, as the author points out, the British found themselves quite unprepared, without the necessary tools and tradition, to deal with people like Chomsky or Lévi-Strauss. What do they do instead? They write scholarly documented histories of British social anthropology and blame Malinowski for having to pause before contributing to an anthropology which is now being done elsewhere. Ms. Henson's argument is often quite bitter and perhaps exaggerated in its pessimism, but it does fit well in the series of critiques of traditional British social anthropology that has recently come from Oxford (see for example Ardener 1971 and Needham 1974). This general reassessment may well be crucial in Britain today, but I doubt whether many non-British anthropologists would see this as more than the post-mortem of an anthropological empire.

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Bernard Arcand

With this man for a friend, who needs enemies?

Education and the Taming of Power by Sidney Hook (LaSalle, Illinois: Open Court Publishing Company, 1973), 310 pp., \$8.95.

This is a bad book, and the only reason to read it is to fathom the mentality of the kind of man the book jacket calls "an international authority on the philosophy of education and educational reform."

The book is a compendium of 18 essays, written between 1939 and 1972. Twelve of the essays are in one way or another about John Dewey. Sidney Hook puts himself forward as a defender of his John Dewey. I say his John Dewey, because the heart of the message is a refutation of the false image others have created of John Dewey: his detractors from the right who think Dewey a leftist; his supporters said to be from the left, also taking Dewey for a leftist. Whereas, as Hook tells us, it is obvious that Dewey was a centrist. Do not mistake Dewey, he says, for a protagonist of "extreme permissiveness" (p. 100); this is A.S. Neill of Summerhill. Do not believe that Dewey's democracy in education or his education for democracy ever meant endorsement of the "activist student behavior" of the 1960's. Dewey may have invented the term "participatory democracy," but he was "a canny Vermonter" and he did not really mean "the principle of one man — one vote" (p. 138) in schools or universities.

Dewey's reputation, I suppose, will survive this contorted embrace. What comes through in this collection is Hook's venom against the student activists. The book's dedication is: "In homage to those who have suffered without yielding in the cause of scholarship and academic freedom at home and abroad at the hands of political tyrants, cowardly administrators, colleagues and student mobs." One might have thought that Sidney Hook was hiding out underground and Mark Rudd engaged in research at the Hoover Institute on War, Revolution and Peace, instead of the other way around.

For it becomes quite clear that Sidney Hook has been quite ready to renounce his own values in the face of the somewhat transient winds of change in Western universities in the 1960's. The evidence is in his essays. Precisely because they cover such a long writing-career, we can follow the history of one key term: relevance. In 1939, Hook presented as the "challenge to the liberal arts college" the fact that the student "finds the world in a state of political ferment and the social order in transition, but his knowledge and training are largely irrelevant to both." (p. 283) In 1959, it seemed to Hook that "the key to the wise selection out of the illimitable materials of the past in the notion of *relevance*..." (p. 112) But after 1968, he wrote: "Most demands that higher education be 'relevant' are either politically motivated or inspired by narrow utilitarian considerations." (p. 152)

Had Hook changed? Well, not quite. For in 1939, he went on to explain his call for relevant education: "(The student) may be in the grip of a political religion (Fascism, Communism), and unequipped to examine critically the enthusiasm to which he is captive." (p. 285) And in 1959, he said "it is far more important (if we are to survive as a free culture) to study the nature of Communism than the War of the Spanish Succession or even the history of Rome..." (p. 112) But post-1968, he scorned "Third World Studies" and "a vulgarized Marxist view of 'the ruling class'" whose proponents have "system-

atically ignored the distance covered in removing the obstacles to political and social equality..." (p. 153)

It seems to be a question then for Hook, of whose ox is being gored. We are permitted to be relevant to keep students from "being in the grip of a political religion," but not to spread "vulgarized Marxist views." (May we spread non-vulgarized ones?)

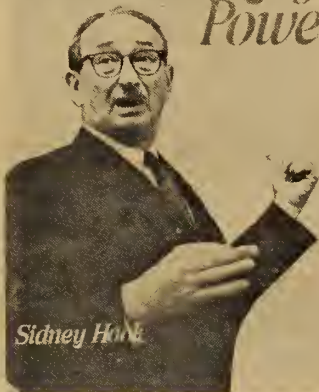
And who will decide what is relevant? Ah, quite simple. "In a well-ordered university, where the scholarly faculty makes the educational decisions, after consultation with students and community leaders concerned with curricular content, the existence of certain fields of study in an university is *prima facie* evidence that the field is deemed to have educational significance in the light of the objectives of liberal arts study." (p. 152) I thought myself that if there were anything antithetical to

John Dewey's philosophy, it was an appeal to the *prima facie* wisdom of educational authority.

Back in his younger days, when Robert Hutchins was the enemy, Sidney Hook scorned the rule of an elite, of intellectual experts. He said: "But it is not necessary to be an expert to judge the basic policies proposed by experts. One can choose his doctor wisely without a medical education." (p. 49) Hook didn't seem to mind belling the cat when it was named Hutchins. But when it was named Hook, it clearly constituted an attack on human reason. We might well reflect on whose power needs most urgently to be "tamed" in educational institutions, that of the wild student mobs or of the sagacious and far-sighted mandarins. As John Dewey might say, let's take a look at the empirical evidence.

Immanuel Wallerstein

Education & The Taming of Power



Education and the Taming of Power. By Sidney Hook. (La Salle, Illinois: Open Court Publishing Company, 1973).

Sidney Hook's book consists of a series of essays published at various times over the past twenty years. Readers led by the title to expect some discussion of the place of corporate or governmental power in education will be disappointed. One chapter, "The Humanities and the Taming of Power," merely explains, among other things, how we can learn from history — chiefly in coping with the Reds. Elsewhere he reminds us that the defence of free institutions from the threat of Communism is more important than any threat to academic freedom resulting from government sponsored research. "The only point of defence projects, today," he assures his readers, "is to prevent war." (Alas this was written in 1961). But apart from these brief instances in which he specifically deals with power, this book is about general problems of education in a democratic society and is largely concerned with the educational philosophy of John Dewey.

Hook's purpose is twofold: he defends Dewey from detractors on both right and left, and he argues that recent educational excesses, performed by so-called disciples of Dewey, have little to do with the master. In both instances his arguments are sound and timely. Dewey regarded education as a means of growth for each individual according to his own capacities, and believed it to be necessary for a healthy democratic society. On the other hand he was not an

educational leveller. Nor was he ever an advocate of the "easy option" approach to education, such as detractors claimed when the Russian Sputnik so eloquently demonstrated the deficiencies of the American school system. Dewey placed great emphasis on the practical and the experimental as a means of learning, but this is a far cry from saying that any experience is educational, as recent innovators have claimed.

The author goes beyond defending Dewey and makes a strong plea for the American public school system. Although he probably doesn't intend it, his argument at times becomes a simple defence of the status quo. Hook refers to critics as "intellectuals" enamoured of European systems that cater only to social elites. This is a class generalization, and even if he made it twenty years ago he presumably still believes it in publishing it here. Hook has little to say about the great diversity in educational achievement within the American system, which is too often attributable to disparities of wealth among those who support it. While acknowledging America's record in promoting mass education, its quality, especially for more talented students, justifies a great deal more criticism than the author is willing to grant.

This apologia for Dewey and for the pragmatic tradition also raises another point that is particularly interesting for the non-American. Hook frequently touches on recent excesses in educational practice that he rightly deplors. For instance, he discusses a meeting of teachers he addressed in which he was abused for suggesting education might have something to do with books. But this kind of "faddism," or desire to push an argument to the extreme, especially among the educated, strikes this reviewer as a traditionally American phenomenon, (though one with increasing export potential). Doesn't it betray a weakness in American education that stems precisely from the pragmatic tradition of which Dewey is a part?

If all this seems discouraging, it should be pointed out that the essays in this book cover a wide range of educational topics, besides those mentioned above. The chapter on academic tenure and on research-teaching controversy are essential for anyone who would debate the subject. For the rest, even where one disagrees, there is always a great deal that is interesting.

W.M. Dick

UNIVERSITY OF WINDSOR

FACULTY OF EDUCATION

Subject to appropriate budget authorization, additional faculty members may be required for July 1, 1976, in the following areas and area combinations (B.Ed., M.Ed.):

Curriculum and Instruction (Generalist), Educational Administration; Instructional Technology; Language Arts; Mathematics and Computer Science; Physical Education; Primary Education; Psychology of Learning and Teaching; Social Sciences Methodology (History Major), Sociology of Education, Special Education, English Education (Secondary) and TESL or Dramatic Arts.

For all positions, Ph.D. or Ed.D. preferred, and classroom teaching experience will normally be required.

Date of appointment: July 1, 1976, or as arranged.

Appointments may be made at the rank of Lecturer, Assistant, or Associate Professor.

Send applications with complete c.v. to: The Dean, Faculty of Education, University of Windsor, Windsor, Ontario N9E 1A5.

About our reviewers...

Alan Mason teaches Anthropology at St. Thomas University in Fredericton... **Bernard Arcaud** is in the Anthropology department at McGill... **Immanuel Wallerstein** is a sociologist from McGill... **W.M. Dick** teaches History at Scarborough College, University of Toronto... **G.W. Bennett** is in the Statistics department at Waterloo... **Robin S. Harris** is part of the Higher Education Group at the University of Toronto.

VACANCIES POSTES VACANTS

LATE ADS

UNIVERSITY OF BRITISH COLUMBIA. School of Nursing. DIRECTOR. The above position becomes vacant on July 1, 1977, on retirement of the present Director. The School has 70 full-time faculty members and enrolls 480 students in a 4-year undergraduate program and 50 graduate students. The Director is the Chief Executive Officer of the School. Applicants should have a doctorate or equivalent, adequate administrative and academic experience, and be a Registered Nurse. Each applicant should send a curriculum vitae and the names of three referees by May 31, 1976, to: Dr. W.D. Liam Finn, Dean, Faculty of Applied Science, The University of British Columbia, 2075 Wesbrook Place, Vancouver, B.C., V6T 1W5.

BROCK UNIVERSITY. Department of Psychology. Rank open/Possible Chairman. Ph.D., undergraduate teaching and research experience. Teaching, research and possible administrative. Negotiable. Dr. John Lavery, Department of Psychology, Brock University, St. Catharines, Ontario, L2S 3A1. 1 July 1976. When position is filled.

CARLETON UNIVERSITY. Department of History. Assistant Professor: One year term appointment with the possibility of a second year. **Qualifications:** Specialist in Russian History, Ph.D. or comparable accomplishment. **Duties:** To teach a course in Soviet History and either Imperial Russia or East-Central Europe. **Salary:** Within Assistant Professor range dependent upon qualifications and experience. Salary Floor \$14,500. **Applications to:** Dr. P.J. King, Chairman, History Department, Carleton University, Colonel By Drive, Ottawa, Ontario, K1S 5B6. **Duties Commence:** July 1, 1976. **Closing Date:** As soon as filled.

CONCORDIA UNIVERSITY. Division of Visual Arts. Applications are invited by the Division of Visual Arts for a position in Art History. The appointment will commence on June 1, 1976, and will be for one year only, to replace a faculty member on leave of absence. The successful applicant will be required to teach three courses or course sections, and should be able to deal with at least two of the following areas: an Introductory Survey, Iconography, Mediaeval, Italian Renaissance or Baroque Art. Preference will be given to applicants who have, or are near completion of a Ph.D. degree and who also have had some university teaching experience. While it is anticipated that the appointment will be made at the level of Assistant Professor, the rank and salary are negotiable and will depend upon the applicant's qualifications

and experience. The closing date for applications is April 9, 1976. All applications, accompanied by a curriculum vitae and the names of three references, should be sent to: Professor Leah Sherman, Acting Director, Division of Visual Arts, Faculty of Fine Arts, Concordia University, 1455 de Maisonneuve Blvd. West, Montreal, Quebec, Canada, H3G 1M8.

UNIVERSITY OF GUELPH. Department of Psychology. Is seeking a senior person to contribute to an Applied Social Psychology program which has a dual emphasis on research and practice skills. Since we are seeking a person who will assist in the coordination of the program, we encourage applications from candidates with experience in the development of applied training programs. Applicants should send vita, the names of three references, and copies of recent publications to Dr. Peter D. Duda, Appointments Officer, Department of Psychology, University of Guelph, Guelph, Ontario, N1G 2W1.

MCGILL UNIVERSITY. Department of Sociology. Three openings in the Department of Sociology at the rank of Assistant Professor to begin September, 1976. Ph.D. required. We are particularly interested in persons whose research and teaching interests are in one or more of the following areas: quantitative methodology, the sociology of education, demography, urban sociology, or ethnic relations (with particular reference to Canada). Send curriculum vitae, three letters of reference and a sample of your work (this will be returned to you) to: Professor Prudence Rains, Chairman, Appointments Committee, Department of Sociology, McGill University, P.O. Box 6070, Station A, Montreal, Quebec, Canada, H3C 3G1.

MCMASTER UNIVERSITY. Department of Geography. GEOMORPHOLOGY. Applications are invited for the position of Assistant Professor, to teach undergraduate courses. The appointment is a two-year contractual, commencing September 1, 1976. There are outstanding opportunities for collaborative research in the Maritimes or N.W.T. Send vitae and names of three referees to Dr. D.C. Ford, Department of Geography, McMaster University, Hamilton, Ontario, L8S 4M1.

MEMORIAL UNIVERSITY OF NEWFOUNDLAND. Department of Curriculum and Instruction. Position: English: Secondary School. **Qualifications:** Graduate degree, teaching experience at the school and university level. **Nature of Duties:** Undergraduate and graduate instruction in secondary school English. **Salary and**

Rank: Commensurate with qualifications and experience. **Apply to:** Dr. J.W.G. Ivany, Dean, Faculty of Education, Memorial University of Newfoundland, St. John's, Newfoundland, A1C 5S7. **Effective Date of Appointment:** 1st September 1976. **Deadline for Applications:** When position filled.

MEMORIAL UNIVERSITY OF NEWFOUNDLAND. Department of Geography. PHYSICAL GEOGRAPHER preferably with strength in Climatology. This is a full-time temporary appointment, September 1st, 1976 to August 31st, 1977. Ph.D. preferred; teaching and research experience essential. Rank and salary commensurate with experience and qualifications. Applications close June 15, 1976. **ECONOMIC GEOGRAPHER** preferably with interest in location theory, primary activities and quantitative methods. Ph.D. or imminent. Rank at the Assistant Professor level, current salary \$13,800 — . Duties commence September 1, 1976. Position open until appointment made. Send application, Curriculum Vitae to: Chairman, Appointments Committee, Department of Geography, Memorial University of Newfoundland, St. John's, Newfoundland.

UNIVERSITY OF NEW BRUNSWICK. Vocational Education Division. Title: Clothing and Textiles Specialist. **Responsibilities:** Teaching in the areas of clothing and textiles. Development of a textiles laboratory. Research in textile science or behavioral aspects of clothing or other appropriate area. **Qualifications:** Ph.D. in Textile Science, or Ph.D. in Home Economics preferred with specialization in behavioral aspects of clothing, consumer textiles, or clothing or textiles design. Experience in teaching and research is highly desirable. **Rank:** Assistant or Associate Professor. **Salary:** Negotiable. **Effective Date of Appointment:** July 1, 1976. **Closing Date:** Open until filled. **Address:** Send application, including curriculum vitae to: Dr. D.R. LeBlanc, Chairman, Vocational Education Division, Faculty of Education, University of New Brunswick, Fredericton, N.B., E3B 5C2.

SAINT MARY'S UNIVERSITY. Faculty of Education. Faculty appointments, rank dependent on qualifications, are available, starting September 1976 in Special Methods and Curriculum in English, Special Methods and Curriculum in Social Studies, and in Educational Psychology. Send resume, names of three referees, and thesis or sample of publications to: Dean of Education, Saint Mary's University, Halifax,

Nova Scotia, B3H 3C3. Applications will be received until positions are filled.

UNIVERSITY OF SASKATCHEWAN. Department of Veterinary Microbiology. One year visiting appointment (leave replacement) for eight to twelve months at Lecturer or Assistant Professor level. Current salary floors: Lecturer \$11,722; Assistant Professor \$14,863. DVM with post-graduate training preferred but will consider new DVM as well as Ph.D. in Microbiology or Virology, preferably with some teaching and research experience. Effective date: July 1 or September 1, 1976. Please submit applications and curriculum vitae to: Dr. J.R. Saunders, Head, Dept. of Veterinary Microbiology, Western College of Veterinary Microbiology, University of Saskatchewan, Saskatoon, Canada, S7N 0W0.

TRENT UNIVERSITY. Department of Native Studies. Requires a Lecturer in Iroquois Studies to conduct classes in oral Mohawk and in Iroquois history and traditions. These classes would be for interested students at the second and third-year levels of undergraduate study. This will be a full-time appointment. However, applications for part-time appointment will be considered. **Requirements:** A candidate of Native ancestry will be given preference; demonstrated teaching ability; University and/or traditional Indian training; character and professional ability references. Salary negotiable in terms of current university salary criteria which compare favourably with other universities. **Deadline for applications:** 30 April, 1976. Please send applications to Professor Joseph Couture, Chairman, Department of Native Studies, Trent University, Peterborough, K9J 7B8.

TRENT UNIVERSITY. Department of Physics. Sessional teaching appointment for one year, (extendable to two years), starting in August 1976. Teaching load of under two equivalent courses in areas of electromagnetic theory and physical optics, with a small participation in a course on energy resources. Research interest in Surface Physics or Radiation Physics is desirable but not essential. Apply by April 15th with curriculum vitae and names of three references to Professor J.W. Earnshaw, Department of Physics, Trent University, Peterborough, Ontario, K9J 7B8.

UNIVERSITY OF VICTORIA. Department of Music. POSITION: Position in Musicology. Senior rank possible. **QUALIFICATIONS:** Ph.D. specialist in the Renaissance. Stature as scholar, significant publications, and university teaching ex-

perience at both graduate and undergraduate levels are assumed. Performing encouraged but not mandatory. DUTIES: Graduate musicology courses and seminars, one undergraduate course, and Collegium Musicum. SALARY: Commensurate with reputation and experience. APPOINTMENT DATE: July 1, 1976. Duties begin September 1, 1976. CLOSING DATE: When position is filled. Curriculum vitae and/or full placement dossier invited with first letter. APPLY TO: Professor Rudolph Komorous, Acting Chairman, Department of Music, University of Victoria, Victoria, B.C. Canada, V8W 2Y2.

YORK UNIVERSITY. Department of Foreign Literature. Applications are invited for a specialist in Italian literature and language to teach Italian literature and upper-level language courses. Must have Ph.D. by June 1976 and some teaching experience. Strong interest in Humanities desirable. Assistant or Associate Professor level. **Curriculum vitae**, names of three referees and copies of recent publications, if any, should be sent to: Professor Elio Costa, Acting Chairman, Department of Foreign Literature, York University, 4700 Keele Street, Downsview, Ontario, M3J 1P3. Closing date for receipt of applications is March 28, 1976.

UNIVERSITY COLLEGE CORK, REPUBLIC OF IRELAND. Department of Sociology. Invites applications for the post of professorship of social theory and institutions (sociology) which will shortly become vacant. The salary range is £7,727 — 9,069 p.a. Increments for special professional experience. Non-contributory pension. Deadline for applications is May 1, 1976.

ADMINISTRATION

UNIVERSITY OF BRITISH COLUMBIA. Director of Housing and Food Service Operations. Plans and directs, according to predetermined policies, the operational, financial, personnel, and administrative activities of the University's Housing and Food Service organization. Applicants should possess a foundation in business principles plus extensive successful management and administrative experience in a large organization. The University of British Columbia offers equal opportunity for employment of qualified male and female candidates. Consideration of citizenship will occur only subsequent to decisions on the quality of the applicants. Appointment date and salary are negotiable. Inquiries should be directed to: The Chairman, Housing Director Selection Committee, Office of the Dean, Faculty of Science, The University of British Columbia, Vancouver, Canada, V6T 1W5.

FACULTY EXCHANGE CENTER. Founded and administered by faculty members, helps to arrange exchanges of college and university faculty within North America and overseas where the language of instruction is English. For information write to Faculty Exchange Center, Franklin and Marshall College, P.O. Box 1091, Lancaster, Pa., 17604, U.S.A.

LAURENTIAN UNIVERSITY. The School of Translators and Interpreters. Is accepting applications for the post of Director. The School offers a four-year honours undergraduate programme, bilingual in character (French and English). Applicants should have appropriate qualifications and preferably experience in translation or related fields. A high level of competence in both French and English is essential. Applicants are requested to specify which of the two languages they would offer as their target language. Administrative experience is an asset. The Director's primary responsibility is the academic leadership and administration of the School of Translators and Interpreters consisting of 9 faculty members and 200 students. Teaching duties (2 courses) would depend on the background of the candidate. Rank and salary will be commensurate with qualifications and professional experience. The date of appointment is January 1, 1976 or July 1, 1976. Please send personal resume and names of references to Dr. R. Liljelund, Dean, Professional Schools, Laurentian University, Sudbury, Ontario, P3E 2C6.

AGRICULTURAL SCIENCES

UNIVERSITY OF BRITISH COLUMBIA. Department of Bio-Resource Engineering. CHAIRMAN, DUTIES: Administration, participation and development of the teaching and research programs emphasizing systems design in the bio-resource areas of agriculture, food processing, reforestation, and fisheries. EDUCATION

AND EXPERIENCE: Advanced degree in Agricultural Engineering or associate biological engineering fields with appropriate academic and/or industrial experience. Ph.D. preferred. STARTING DATE: July 1, 1976 or when filled. SEND COMPLETE RESUME TO: Dr. W.D. Kitts, Chairman of Search Committee, Faculty of Agricultural Sciences, University of British Columbia, Vancouver, B.C., Canada, V6T 1W5.

UNIVERSITY OF GUELPH. Ontario Agricultural College. School of Landscape Architecture. QUALIFICATIONS: Applicants should hold a Master of Landscape Architecture degree or a Baccalaureate in Landscape Architecture and a Master's Degree in a related field. Experience in teaching, private practice, or a governmental agency required. Accomplishments and interest in Research and Community Service are important considerations. The position is a 12-month appointment with assignment to both the undergraduate and graduate programs. General landscape architectural competence and expertise in at least one of the following areas required: Computer application to Landscape Architecture; Recreation and open space planning; Analytical methods (qualitative and quantitative); Behavioral factors in Landscape Architecture; Land development process. EMPLOYMENT DATE: August, or September 1, 1976. RANK: Assistant or Associate Professor, depending on qualifications. SALARY RANGE: Negotiable, depending on experience and training. Application should be made before May 1, 1976 and should include a biographical sheet (vita), a list of four references and transcripts of undergraduate and graduate records. Correspondence from interested applicants should be sent to: Cameron R.J. Man, School of Landscape Architecture, University of Guelph, Guelph, Ontario, N1G 2W1.

ANTHROPOLOGY & SOCIOLOGY

ACADIA UNIVERSITY. Department of Sociology. Two openings: One lecturer or assistant professor level for fall of 1976. One a regular appointment in the area of social or cultural anthropology and a second to be a one year terminal appointment replacing a staff member on sabbatical leave — preferably in the area of Ethnic and Racial Minorities, however, other areas can be considered. Tentative opening: Also one lecturer or assistant professor level for fall of 1976. Areas negotiable but sociology of women preferred. In all cases, Ph.D. preferred; ABD required. Salaries commensurate with rank and experience. Applications should be forwarded to: F. James Schrag, Chairman, Department of Sociology, Acadia University, Wolfville, Nova Scotia.

ALGOMA UNIVERSITY COLLEGE. Department of Sociology. Invites applications for three positions (two probationary; the other, one-year terminal) at the lecturer and assistant professor rank. Ph.D. preferred. Strong evidence of teaching ability required in Methods, Theory, in a variety of undergraduate courses in sociology and anthropology. Apply with resume, transcript and three letters of reference to Dr. Donald Watkins, Chief Executive Officer, Algoma University College, Sault Ste. Marie, Ontario, before March 31, 1976. Appointment effective, July 1, 1976.

CONCORDIA UNIVERSITY — SIR GEORGE WILLIAMS CAMPUS. Department of Sociology and Anthropology. The Department of Sociology and Anthropology contemplates an appointment, at Lecturer or Assistant Professor level, in Anthropology, effective July 1, 1976. The required field of specialization is North American Indians. Additional areas of interest include Language and Culture, Psychological Anthropology, Cognitive and Structural Anthropology. Preference will be given to applicants with the Ph.D. and some teaching experience. Send curriculum vitae and names of at least three references to: J.R. McBride, Admin. Officer, Dept. of Sociology & Anthropology, SGW Campus, Concordia University, Montreal.

CONCORDIA UNIVERSITY — LOYOLA CAMPUS. Department of Sociology. Applications are invited for the position of Chairman in an undergraduate department of Sociology composed of eleven full-time members. The appointment will be for a three year term beginning June 1, 1976. Inquiries, applications and supporting documents should be directed to: W. Akin, Chairman, Search Committee, Department of Sociology, Loyola Campus, Concordia University, 7141 Sherbrooke Street West, Montreal, H4B 1R6.

UNIVERSITY OF GUELPH. Department of Sociology and Anthropology. Applications are invited for the academic year 1976/77 for one visiting appointment and one regular appointment. Rank open. Preference will be given to people with competence in the following areas: 1. Urban sociology; 2. Rural sociology; 3. Methods; 4. Family; 5. Canadian native peoples. This department offers both the B.A. and M.A. degrees. Criteria for positions in this department include evidence of teaching ability; demonstrated research capacity, interest in contributing to the development of this department and appropriate academic qualifications. Applications should be sent to: The Chairman, Department of Sociology and Anthropology, College of Social Science, University of Guelph, Guelph, Ontario.

UNIVERSITY OF MANITOBA. Department of Sociology. Applications are invited for one or more anticipated positions, effective July 1, 1976. Rank and specialization open. Ph.D. with Canadian experience preferred. Salary dependent on qualifications and prior experience. Duties include teaching, supervising graduate students, and research in a thirty member department. Submit complete vita to: E.D. Boldt, Chairman, Selections Committee, Department of Sociology, University of Manitoba, Winnipeg, Manitoba, R3T 2N2.

UNIVERSITY OF MANITOBA. Department of Anthropology. Applications are invited for summer session appointments. M.A. minimum requirement. Canadian experience preferred. Teach one or two of the following: (evenings: May, June, July) Introductory Anthropology (general), Introductory Anthropology (ethnography), Anthropology of Economic Systems, Canadian Subcultures; (day: July, August) Introductory Anthropology (general), Introductory Anthropology (ethnography), Culture and the Individual, Anthropology of Symbolic and Artistic Behaviour, North American Indians, North American Indian Ethnology. Each course runs for one half of the session. Stipend: \$1,225 per course plus travel assistance. Applicants should send vita and names of two references to William D. Wade, Head, Department of Anthropology, University of Manitoba, R3T 2N2.

MEMORIAL UNIVERSITY OF NEWFOUNDLAND — REGIONAL COLLEGE AT CORNER BROOK. Department of Sociology. Undergraduate teaching position. Expected to teach several of the following courses: Introductory Sociology; Social Problems; Social Communication and Culture; Newfoundland Society and Culture; Canadian Society and Culture; War and Aggression; The City; and Religious Institutions. The College offers first and second year university courses and attempts to provide the highest possible quality of instruction by appointing well qualified and experienced teachers. The College also seeks to provide an environment in which instructional innovation is encouraged and supported. Salary and rank dependent upon qualifications and experience. Curriculum vitae and names of three referees to: Dr. A.M. Sullivan, Principal, Memorial University of Newfoundland, Regional College at Corner Brook, University Drive, Corner Brook, Newfoundland, September 1, 1976. When position filled.

MOUNT SAINT VINCENT UNIVERSITY. Department of Sociology. Applications are invited for one full-time faculty position in the department of Sociology, rank open. Preference will be given to candidates with a Ph.D. and Canadian experience. Duties will include teaching undergraduate courses in Sociology. Send a curriculum vitae and names of three references to: Chairman, Division of Psychology, Sociology and Anthropology, Mount Saint Vincent University, Halifax, Nova Scotia, B3M 2J6.

UNIVERSITY OF NEW BRUNSWICK. Department of Sociology. Sessional Lecturers (3). Ph.D. or near Ph.D. Teach Deviance, Criminology, Introductory Sociology, Minority & Ethnic Relations. Salary to commensurate with qualifications and experience. Apply to Dr. D.R. Pullman, Chairman, Department of Sociology, U.N.B., Fredericton, N.B., E3B 5A3. Position available September 1, 1976.

SAINT FRANCIS XAVIER UNIVERSITY. Department of Sociology. One position. Assistant to Full Professor. Ph.D. or equivalent. Primary area of specialization: Sociology of Education; secondary areas of specialization: Human Relations and Stratification. Experience in Canadian School System preferred. Salary dependent on academic qualifications and experience. Duties: Teaching at undergraduate level.

Appointment will be made September 1976 subject to availability of funds. Send enquiries to: Dr. A.A. MacDonald, Chairman, Department of Sociology, St. Francis Xavier University, Antigonish, Nova Scotia, B0H 1C0. Phone 902-867-2129.

TRENT UNIVERSITY. Department of Anthropology. Is seeking a Cultural Anthropologist, to be appointed July 1, 1976. This is a sessional, one-year appointment as a Lecturer; salary \$14,000. Responsibilities in undergraduate instruction in cultural anthropology, including the anthropology of development, preferably with special interest in Latin America. Direct enquiries, including up-to-date c.v. and names of two referees, to: Dr. Richard B. Johnston, Chairman, Department of Anthropology, Trent University, Peterborough, Ontario, K9J 7B8.

UNIVERSITY OF VICTORIA. Department of Anthropology. The Department announces vacancies in a) one temporary full-time (visiting) position for 1976/77 specializing in Latin American studies, emphasis on religion and mythology preferred; b) one temporary, full-time (visiting) position for 1976/77 specializing in North American Indian studies with ability to teach courses in general cultural anthropology; and c) one, regular, full-time position in physical anthropology. Ph.D. required for all positions. Applications, containing curriculum vitae, names of three referees and selected reprints should be sent to O. Elliot, Chairman, Department of Anthropology, University of Victoria, Victoria, B.C., V8W 2Y2. The University of Victoria reserves the right not to fill these vacancies. Position and salary of the above posts will depend on the level of qualifications of the applicants.

UNIVERSITY OF WATERLOO. Department of Sociology. Up to three positions may be available July 1, 1976 as replacements for faculty going on sabbatical, leaving or retiring. All ranks and areas of interest considered. Junior ranks and the following areas given special consideration: sex roles, deviance, and education. Interested candidates should send vitae to Audrey Wipper, Chair, Recruitment Committee, Department of Sociology, University of Waterloo, Waterloo, Ontario, N2L 3G1. July 1, 1976. No closing date. Appointment will be subject to the availability of funds.

UNIVERSITY OF WINDSOR. Department of Anthropology. Subject to university budget decisions, two positions at any rank. One archaeologist, one culture and personality or Anthropological linguist (but preferably who could also teach Economic Anthropology; Introductory Anthropology; and Canadian Indians and Eskimos). Ph.D. required. An equal opportunities employer. Salary and rank dependent upon qualifications and experience. Applications and vitae to be sent to the Chairperson, Department of Sociology and Anthropology, University of Windsor, Windsor, Ontario, N9B 3P4. July 1, 1976. When filled.

UNIVERSITY OF WINDSOR. Department of Sociology. Subject to university budget decisions, two positions at any rank. One Macro-theorist and one methodologist. Ph.D. required. An equal opportunities employer. Salary and rank dependent upon qualifications and experience. Applications and vitae to be sent to the Chairperson, Department of Sociology and Anthropology, The University of Windsor, Windsor, Ontario, N9B 3P4. July 1, 1976. When filled.

YORK UNIVERSITY — ATKINSON COLLEGE. Department of Sociology. The Department of Sociology invites applications for a sessional appointment in the areas of methodology, ethnic communities, and native peoples in Canada. Appointment starts July 1, 1976. Salary and rank dependent on qualifications. Deadline for applications is March 30, 1976. Send c.v. and names of three referees to: Chairperson, Department of Sociology, Atkinson College, York University, 4700 Keele Street, Downsview, Ontario, M3J 2R7.

YORK UNIVERSITY. Social Anthropology. Applications invited for one Assistant or Associate Professorship to take effect on July 1, 1976. Applicants must have done fieldwork, Ph.D. and publications, and be able to teach 2-3 of following areas: Contemporary Canadian Studies, Marxist Anthropology, and Theory. Three-course teaching load; salary is negotiable; contract is for 2 or 3 years; renewal cannot be guaranteed. Send Curriculum vitae and have two references sent before April 9, 1976 to: Chairman, Anthropology Department, Ross Bldg., York University, 4700 Keele Street Downsview, Ontario, M3J 1P3.

AVAILABILITIES

Interested in position of Lecturer or Assistant Professor in French Department, Canadian and French degrees, near Ph.D. — available September 1976. Please contact Box #12, 66 Lisgar Street, Ottawa, Ontario, K2P 0C1.

Ph.D. in Engineering Science and Mechanics from Georgia Institute of Technology, Atlanta, U.S.A. is looking for a teaching position. He has MS in Mechanical Engineering from University of Maine, Orono, U.S.A., knows French language, has 5 years professional and 8 years teaching experience in the Mechanical Engineering Dept. of a reputed Engineering College in India. Main areas of interest are: Mechanical and Structural Design and Optimization, Stability Theory, Plates and Shells, Elasticity, Plasticity, Vibration, Stress analysis and Finite Element Methods. He is interested in theoretical as well as experimental work. References will be provided on request. Please contact Box #13, 66 Lisgar Street, Ottawa, Ontario, K2P 0C1.

Interested in teaching position in Economics. Degrees from American universities, completing Ph.D. dissertation in U.K. 5 years total teaching experience — 3 in Canada. References and complete curriculum vitae available on request. Please contact Box #14, 66 Lisgar Street, Ottawa, Ontario, K2P 0C1.

Furnished apartment Ottawa September 1976 - June 1977. 3½ rooms, 10 minutes by car to downtown Ottawa, covered parking, bus stop, \$200 per month and allowable Ontario rent increase, Parking \$25. Please contact Box #15, 66 Lisgar Street, Ottawa, Ontario, K2P 0C1. References.

BACTERIOLOGY & BIOCHEMISTRY

UNIVERSITY OF VICTORIA. Department of Bacteriology and Biochemistry. The University is seeking candidates with a strong academic background and broad experience in teaching and research in Microbiology, Immunology or Biochemistry. The appointment is effective July 1, 1976. The salary is negotiable and commensurate with rank. The successful candidate will have the opportunity to enter a subsequent competition to appoint a department Chairperson effective July 1, 1977. Applications, including a complete curriculum vitae and the names of three referees should be sent to The Chairman, Department of Bacteriology and Biochemistry, University of Victoria, British Columbia, Canada, V8W 2Y2.

UNIVERSITY OF VICTORIA. Department of Bacteriology and Biochemistry. The Department intends to make two visiting or sessional appointments (rank open) in Microbiology and Biochemistry effective July 1, 1976. The appointments will be for one year in the first instance. The base salary for the rank of Assistant Professor is currently \$14,400. p.a. The successful candidates will be concerned primarily with undergraduate teaching. Some preference may be given to candidates with research interests in immunology, microbial or biochemical genetics, virology, clinical microbiology, enzymology, assembly of macromolecules and sub-unit interactions, or regulation and hormone action. Applications, including a complete curriculum vitae and the names of three referees should be sent to The Chairman, Department of Bacteriology and Biochemistry, University of Victoria, Victoria, British Columbia, Canada, V8W 2Y2.

BIOLOGY

BISHOP'S UNIVERSITY. Department of Biology. Invites applications for one anticipated opening for a plant ecologist. The appointment, at assistant professor level, to commence July 1, 1976. Candidates should have completed a Ph.D. Duties will include the teaching of introductory botany, bioecology, plant ecology and one other course in area of competence. The candidate may participate in summer field biology course with appropriate additional remuneration. The salary scales of the University will apply. An application, including curriculum vitae and the names of three referees should be submitted to Dr. D.F. Brown, Dept. of Biological Sciences, Bishop's University, Lennoxville, Quebec, J1M 1Z7.

LAURENTIAN UNIVERSITY. Department of Biology. Applications are invited for two faculty positions in the Department of Biology at the rank of Assistant Professor, effective 1 July, 1976. Ph.D. re-

quired. In addition to teaching undergraduate courses in the fields noted below, successful applicants will have sufficient research experience and expertise to enable them to supervise graduate research in a M.Sc. programme having a strong ecological orientation. Bilingual applicants (English/French) preferred. A. AVIAN/WILD-LIFE ECOLOGIST. To teach courses in General Zoology, Comparative Chordate Anatomy, Animal Ecology or Animal Behaviour. B. VERTEBRATE PHYSIOLOGIST. To teach courses in human anatomy, human physiology, endocrinology, or Genetics. Salary range \$15,855 — \$23,655 (1975 — 76). Applications, accompanied by a curriculum vitae, a list of publications and the names of three referees should be forwarded to: Dr. J.R. Morris, Chairman, Department of Biology, Laurentian University, SUDBURY, Ontario Canada, P3E 2C6. Appointments subject to budget approval.

McMASTER UNIVERSITY. Department of Biology. Applications are invited for an Assistant Professor. Applicants should hold a Ph.D. in vertebrate biology with a special interest in physiology, neurophysiology or development. The successful applicant will be expected to teach at undergraduate and graduate levels and to engage in research. Salary commensurate with qualifications and experience. Minimum salary for 1975-76 is \$14,300. Applications, including a detailed curriculum vitae and the names of three referees, should be sent as soon as possible to: Dr. D. Davidson, Chairman, Department of Biology, McMaster University, 1280 Main Street West, Hamilton, Ontario L8S 4K1.

UNIVERSITY OF NEW BRUNSWICK. Department of Biology. It is expected that a position will become available at the Assistant Professor level starting July 1, 1976. Qualifications: candidates should have a Ph.D. in Virology with some teaching and research experience. Salary: In the Assistant Professor range, commensurate with experience. Responsibilities: Virology — to teach a one-term course mainly to Science students, in Introductory Virology and to participate in other courses where appropriate. The successful candidate would be expected to develop a viable research program in his/her own area of specialization. Applications including curriculum vitae and names of three referees should be sent by April 15, 1976 to: Dr. M.D.B. Burt, Chairman, Department of Biology, University of New Brunswick, Fredericton, N.B., E3B 5A3.

UNIVERSITY OF NEW BRUNSWICK. Department of Biology. Applications are invited for a possible one-year appointment at the Assistant Professor level starting July 1, 1976, or as soon as possible thereafter but before September 1, 1976. Qualifications: Ph.D. with some teaching/research experience. Salary: At, or near, the floor of that of an Assistant Professor. Responsibilities: To teach a one-year course in Vertebrate Physiology to students in Nursing and to contribute to the teaching of other courses within his/her field of interest. Applications, including curriculum vitae and names of three referees, should be sent as soon as possible to: Dr. M.D.B. Burt, Chairman, Department of Biology, University of New Brunswick, Fredericton, N.B., Canada, E3B 5A3. The University reserves the right to make an appointment as soon as a suitable candidate is found.

SAINT FRANCIS XAVIER UNIVERSITY. Department of Biology. Two positions, rank open. Qualifications: Ph.D. with competence in one or more of the following areas: cell biology, developmental biology, animal physiology. Duties: Teaching at the undergraduate level. Salary: Dependent on qualifications and experience. Direct all Applications to: L.P. Chiasson, Chairman, Department of Biology, St. Francis Xavier University, Antigonish, Nova Scotia, B0H 1C0. When Position Tenable: Position will be filled in September 1976 subject to budgetary limitations. Deadline for Applications: End of April.

UNIVERSITY OF WATERLOO. Department of Biology. Assistant or Associate Professor (depending on experience and qualifications). Ph.D. The incumbent will be required to develop a programme of teaching and research in Quaternary Ecology, with emphasis on palynology; also to undertake undergraduate teaching in other areas of biology. 1975-76 minima Assistant Professor — \$14,500; Associate Professor — \$18,900. Dr. J.K. Morton, Chairman, Department of Biology, University of Waterloo, Waterloo, Ontario, N2L 3G1. September 1, 1976. May 15, 1976.

UNIVERSITY OF WINDSOR. Department of Biology. Invites applicants for the positions at the rank of Assistant Professor (\$14,016 — \$20,233) in the following areas: Molecular Biology (regulation of gene function, developmental mechanisms); Physiological Ecology (adaptation of vertebrate and invertebrate systems); and Systems Ecology (population, community or ecosystems modelling). Successful candidates will be expected to teach at the graduate and undergraduate levels and to develop programs of independent research and graduate student supervision. (M.Sc., Ph.D.). Send curriculum vitae and names of three references to: Dr. H.D. McCurdy, Professor and Head, Dept. of Biology, University of Windsor, Windsor, Ontario, Canada.

BIOMEDICAL SCIENCES

UNIVERSITY OF GUELPH. Department of Biomedical Sciences. Applications are invited for a position as Assistant or Associate Professor in Biomedical Sciences with emphasis in mammalian physiology. Post includes teaching and laboratory demonstrating in aspects of physiology and/or pharmacology to students in Veterinary Medicine. The position requires an advanced degree in physiology and teaching experience. Candidates with professional qualifications in Veterinary Medicine are invited to apply. A research interest in aspects of physiology or pharmacology is required. Applicants should submit a curriculum vitae and the names of three references as soon as possible to: Dr. H.G. Downie, Professor and Chairman, Department of Biomedical Sciences, Ontario Veterinary College, University of Guelph, Guelph, Ontario, Canada, N1G 2W1.

BUSINESS ADMINISTRATION

YORK UNIVERSITY — ATKINSON COLLEGE. Department of Administrative Studies. Applications are invited for an Assistant Professorship in the Department of Administrative Studies, which offers both Ordinary and Honours Degrees in the College's evening undergraduate degree programmes. Preference will be given to candidates: qualified to teach in the area of Marketing; with an interest in Organizational Theory and Behaviour; with or near completion of a Ph.D. or equivalent; some practical experience. Applications, naming three referees should be sent by March 30, 1976 to: Professor V.S. Mackinnon, Department of Administrative Studies, York University, Atkinson College, 4700 Keele Street, Downsview, Ontario, M3J 2R7.

ST. FRANCIS XAVIER UNIVERSITY. Department of Business Administration. Applications are invited from persons interested in teaching undergraduate business administration courses, especially organizational behavior. Minimum qualification is MBA. Doctorate and/or teaching or business experience is preferred. Rank and salary depend upon qualifications. Position(s) will be filled for September 1976 subject to budget approval. Send resumes to John T. Sears, Dean of Arts and of Science, St. F.X. University, Antigonish, Nova Scotia. B0H 1C0.

SAINT FRANCIS XAVIER UNIVERSITY. Business Administration and Economics. Business Administration — especially organizational behavior. M.B.A. is minimum qualification. Business experience or doctorate is desirable. Economics especially labor economics, economic history, regional economics. Other areas will be considered. Ph.D. with teaching and/or research experience preferred. Positions will be filled in September 1976 subject to budget approval. Send resumes to John T. Sears, Dean of Arts.

CHEMISTRY

MEMORIAL UNIVERSITY OF NEWFOUNDLAND — REGIONAL COLLEGE AT CORNER BROOK. Department of Chemistry. Two undergraduate teaching positions (a) Organic Chemistry, and (b) Physical/Inorganic Chemistry. The College offers first and second year university courses and attempts to provide the highest possible quality of instruction by appointing well qualified and experienced teachers. The College also

seeks to provide an environment in which instructional innovation is encouraged and supported. Salary and rank dependent upon qualifications and experience. Curriculum vitae and names of three referees to: Dr. A.M. Sullivan, Principal, Memorial University of Newfoundland, Regional College at Corner Brook, University Drive, Corner Brook, Newfoundland. September 1, 1976. When position filled.

CHILD GUIDANCE & DEVELOPMENT

UNIVERSITY OF SASKATCHEWAN. Institute of Child Guidance and Development. Position: Lecturer or assistant professor, Institute of Child Guidance and Development. Qualifications required: Ph.D. or Ed.D. or near completion of doctorate in special education with appropriate teaching and/or clinical experience. The main need is in the areas of behavioral disorders and prescriptive teaching. Competencies in language disability an advantage. Nature of duties: Undergraduate and graduate teaching in the behavior disorders and prescriptive teaching areas. Supervision of graduate students. Salary: Commensurate with qualifications and experience. For 1975-76 Lecturer: \$11,722 to \$14,842; Assistant Professor: \$14,863 to \$19,321. Inquiries to: Dr. C.K. Leong, Acting Director, Institute of Child Guidance and Development, University of Saskatchewan Saskatoon, Saskatchewan, S7N 0W0. Effective date of appointment: July 1, 1976. Closing date of application: When position filled.

CLINICAL STUDIES

UNIVERSITY OF GUELPH — ONTARIO VETERINARY COLLEGE. Department of Clinical Studies. A temporary one or two year appointment will be available effective September 1, 1976 in the Department of Clinical Studies, Ontario Veterinary College for an Anesthesiologist. The successful applicant would be required to teach in formal lectures and in clinics. An advanced degree and teaching experience would be desirable. Salary and rank will be commensurate with training and experience. Enquiries to be submitted to: Dr. J. Archibald, Chairman, Department of Clinical Studies, Ontario Veterinary College, Guelph, Ontario, Canada, N1G 2W1.

UNIVERSITY OF GUELPH — ONTARIO VETERINARY COLLEGE. Department of Clinical Studies. A temporary one or two year appointment will be available effective July 1, 1976 in the Department of Clinical Studies, Ontario Veterinary College for a faculty member whose major interest is in swine diseases, care and management. The successful applicant would be required to teach in formal lectures and in a herd health program. An advanced degree or experience in this area is desirable. Salary and rank will be commensurate with training and experience. Enquiries to be submitted to: Dr. J. Archibald, Chairman, Department of Clinical Studies, Ontario Veterinary College, Guelph, Ontario, Canada, N1G 2W1.

COMMERCE

ALGOMA UNIVERSITY COLLEGE. Department of Commerce. Invites applications for a permanent position in Commerce-Accounting. D.B.A. or Ph.D. in process or M.B.A. with advanced training in Accounting. Appointee will teach upper level undergraduate accounting and a commerce course. Salary is commensurate with training and experience relative to 1975 assistant professor base of \$15,250. Apply with resume, transcript, and three letters of reference to Dr. Donald Watkins, Principal, Algoma University College, Sault Ste. Marie, Ontario, before March 31, 1976. Appointment effective July 1st, 1976.

CURRICULUM & INSTRUCTION

MEMORIAL UNIVERSITY OF NEWFOUNDLAND. Department of Curriculum and Instruction. Position: Reading/Language Arts. Qualifications: Graduate degree, teaching and clinical experience in the area of reading. Nature of Duties:

Undergraduate and graduate instruction in reading; clinical work. Salary and Rank: Commensurate with qualifications and experience. Apply to: Dr. J.W.G. Ivany, Dean, Faculty of Education, Memorial University of Newfoundland, St. John's, Newfoundland, A1C 5S7. Effective Date of Appointment: 1st September 1976. Deadline for Applications: When position filled.

DRAMA

BRANDON UNIVERSITY. Drama-Education/Drama. Faculty of Education/Faculty of Arts a tenurable appointment commencing September 1/76 in Drama-Education and Drama. Duties will include preservice and/or inservice courses in Drama-Education and speech, and may include supervising student teaching and teaching drama courses for the Faculty of Arts. Rank and salary open. Contact: G. Neufeld, Faculty of Education, Brandon University, Brandon, Manitoba, R7A 6A9 by April 15, 1976.

UNIVERSITY OF CALGARY. Department of Drama. Applications are invited for a Designer/Costume Designer commencing August 1, 1976. To design costumes and sets for some departmental productions, teach courses in costume and some other area of design. Qualifications M.F.A. or equivalent professional experience. Salary — Lecturer range \$12 — \$14,000 per annum. Address correspondence to Professor J.A. Euringer, Head, Department of Drama, University of Calgary, Calgary, Alberta, by March 31, 1976.

UNIVERSITY OF LETHBRIDGE. Department of Dramatic Arts. Assistant or Associate Professor, M.F.A. or equivalent degree, directing University productions, teaching undergraduate courses in directing and creative drama and improvisation, for July 1, 1976. Salary negotiable. Applicants to include resume, curriculum vitae, three letters of reference and brief statement outlining personal approach to teaching, to Dean of Arts and Science, University of Lethbridge, Lethbridge, Alberta, T1K 3M4.

QUEEN'S UNIVERSITY. Department of Drama. Applications are invited for position of Assistant Professor (sessional) to teach one course in either Creative Drama or Acting, one course in Play Interpretation for directors, and one Introductory Theatre course. Applicant should be director with experience in contemporary production theories and techniques. Appointment is for nine months (1 August to 30 April) at \$12,000. Applications should be directed to Maurice Breslow, Director of Drama, Queen's University, Kingston, Ont. K7L 3N6. Appointment date August 1, 1976. Applications open until position is filled.

QUEEN'S UNIVERSITY. Department of Drama. Applications are invited for position of Lecturer/Assistant Professor (sessional) to teach three acting courses on introductory, intermediate, and advanced levels, and to offer voice coaching to individual students in productions. Applicant should be specialist in acting and improvisation with particular emphasis on voice. Salary negotiable. Current floor for Assistant Professor \$14,500. Appointment date July 1st, 1976. Applications should be directed to Maurice Breslow, Director of Drama, Queen's University, Kingston, Ont. K7L 3N6. Applications open until position is filled.

EARTH SCIENCES

UNIVERSITY OF WATERLOO. Department of Earth Sciences. Assistant Professor. Ph.D. To teach and conduct research in paleontology and stratigraphy, with research interests in lower Paleozoic biostratigraphy or related to petroleum geology. Current range for Assistant Professor is \$14,500 — \$18,900. Professor R.N. Farvolden, Chairman, Dept. of Earth Sciences, University of Waterloo, Waterloo, Ontario, N2L 3G1. July 1, 1976. Open.

ECONOMICS

ALGOMA UNIVERSITY COLLEGE. Department of Economics. Invites applications for a permanent position in Economics. Ph.D. or A.B.D. Appointee will teach undergraduate courses mainly in international trade, Canadian Economic problems and policy, and public finance. Salary will depend on background, relative to 1975 assistant professor base of \$15,250. Apply with resume, transcript, and three letters of reference to Dr. Donald Watkins, Principal, Algoma University College, Sault Ste. Marie, Ontario, before March 31, 1976. Appointment effective July 1st, 1976.

CONCORDIA UNIVERSITY. SIR GEORGE WILLIAMS CAMPUS. Department of Economics. One or two appointments at Assistant or Associate levels. Commitment to excellence in teaching and to visible research. Ph.D. completed. Core courses and Economic History. Competitive salaries. Write to Professor M. Stelcner, Chairman, Dept. of Economics, Concordia University, (Sir George Williams Campus) Montreal. Date of appointment — June 1, 1976.

CONCORDIA UNIVERSITY. SIR GEORGE WILLIAMS CAMPUS. Department of Economics. Associate or Full Professor. Demonstrated record of high scholarly achievement in terms of publications and recognition in area of Public Finance. Graduate and some undergraduate teaching; supervision of Ph.D. dissertations. Salary commensurate with qualifications and experience. Salaries are fully competitive. Forward applications to Professor M. Stelcner, Chairman, Dept. of Economics, Concordia (Sir Geo. Wms. Campus), Montreal. Date of appointment — June 1, 1976. Applications accepted until position is filled.

LUTHER COLLEGE — UNIVERSITY OF REGINA. Department of Economics. Applications are invited for one position in Economics, subject to budgetary approval, at the rank of Lecturer or Assistant Professor. Preference will be given to applicants with a Ph.D. and a broad background in the field with some specialization in such areas as economic theory, consumer economics and public finance; however, other specialties will be considered. Responsibilities include undergraduate teaching and active involvement in the liberal arts programme of a Federated College. Salary minima for 1975-76: Lecturer, \$11,418; Assistant Professor, \$14,540. Applications, curriculum vitae and names of references should be sent to Dr. A. Krentz, Academic Dean, Luther College, University of Regina, Regina, Saskatchewan, S4S 0A2. The appointment is effective September 1, 1976, and may be applied for until the position is filled.

SCARBOROUGH COLLEGE — UNIVERSITY OF TORONTO. Department of Economics. Expects to make one or more visiting appointments in Economics commencing July 1, 1976, depending on availability of funds. The rank is open but ability and interest in teaching and research plus a Ph.D. is required. The field is open but strong interest in undergraduate teaching is essential. Opportunity exists for graduate teaching. Salary is competitive. Send applications together with curriculum vitae to Professor L. Tarshis, Chairman, Division of Social Sciences, Scarborough College, West Hill, Ontario, M1C 1A4, not later than March 20, 1976.

UNIVERSITY OF WATERLOO. Department of Economics. Assistant or Associate Professor. Ph.D. or M.B.A. with pertinent experience. Teaching undergraduate courses, research. Assistant Professor — \$14,500; Associate Professor — \$18,900. A.R. Olsen, Associate Chairman, Department of Economics, University of Waterloo, Waterloo, Ontario, N2L 3G1. July 1, 1976. Appointment is contingent upon final budget approval.

EDUCATION

BRANDON UNIVERSITY. Faculty of Education. A one-year appointment commencing September 1/76 in language arts education — teaching preservice courses in language arts and related areas (secondary preferred by negotiable) and supervising student teaching. Rank and salary open. Contact: G. Neufeld, Faculty of Education, Brandon University, Brandon, Manitoba, R7A 6A9 by March 31, 1976.

CANADIAN COMMITTEE ON THEOLOGICAL EDUCATION, which represents Anglican, Baptist, Lutheran, Presbyterian, Roman Catholic and United Churches seeks a replacement for the retiring secretary as of July 1, 1976. Interested applicants may write for job description and further details to: Dr. H.W. Vaughan, Coordinating Committee on Theological Education, suite 504, 60 St. Clair Ave. E., Toronto, M4T 1N5.

Le Comité de coordination de l'enseignement théologique, qui représente les églises Anglicane, Baptiste, Luthérienne, Presbytérienne, Catholique romaine et Unies cherche un candidat au poste de secrétaire, qui deviendra vacant le 1er juillet 1976. Les candidats intéressés peuvent demander la description des fonctions ainsi que tout autre renseignement en écrivant à: Dr. H.W. Vaughan, Comité de coordination de l'enseignement théologique, pièce 504, 60 avenue St. Clair-est, Toronto M4T 1N5.

DALHOUSIE UNIVERSITY. Department of Education. One or more positions in English and Language Arts Curriculum and related areas (e.g. Drama, Media Studies) at the secondary and/or elementary level. (Preference may be given to applicants who can also offer a graduate class in one of the disciplines of Education (Foundations, Psychology, Curriculum Theory). Ph.D. preferred. Appointments are contingent upon the availability of funds. Applications should be sent to Chairperson, Appointments Committee, Department of Education, Dalhousie University, Halifax, N.S.

MOUNT SAINT VINCENT UNIVERSITY. Department of Education. Applications are invited for a position in reading education. Duties will include teaching at the undergraduate and graduate levels; the supervision of master's theses and projects; supervision of student teachers. Qualifications: A doctorate or near-completion of a doctorate; school teaching experience and an academic background in the teaching of reading. Salary in keeping with rank. Applications should be sent to Dr. Marjorie A. Cook, Education Department, Mount St. Vincent University, Halifax, N.S., B3M 2J6. Appointment to be effective July 1, 1976.

MOUNT SAINT VINCENT UNIVERSITY. Department of Education. Applications are invited for a position in curriculum. Duties will include teaching general and specialized curriculum courses at the undergraduate and graduate levels; supervision of student teachers and the supervision of master's theses and projects. Qualifications — A doctorate or near-completion of a doctorate; school teaching experience and an academic background in curriculum and instruction. Salary in keeping with rank. Applications should be sent to Dr. Marjorie A. Cook, Education Department, Mount St. Vincent University, Halifax, N.S., B3M 2J6. Appointment to be effective July 1, 1976.

MOUNT SAINT VINCENT UNIVERSITY. Department of Education. Mount Saint Vincent University is seeking a lecturer or assistant professor in Early Childhood Education. The person selected will be expected to teach undergraduate courses in early childhood education and assist in the direction of students in training. Applicants should have a masters degree, and relevant experience with preschool or early elementary school age children. Appointment will be made effective July 1, 1976 in the rank of lecturer or assistant professor. Salary will be in keeping with rank. Applications, with curriculum vitae and names of references should be sent to Dr. M. Cook, Chairman, Department of Education, Mount Saint Vincent University, Halifax, N.S.

UNIVERSITY OF REGINA. Faculty of Education. Title of Position: Assistant or Associate Professor in Language Arts/Reading Education. Qualifications: A doctorate or near-completion of a doctorate preferred; teaching experience at the elementary level preferred and an academic background in the Language Arts area, including the Teaching of Reading. Nature of Duties: Teaching in Curriculum and Instruction classes in Language Arts/Reading Education to students in elementary and secondary education. Some participation is required in the supervision of interns. Salary offered: Salary-negotiable according to qualifications and experience. Person with whom inquiries should be addressed: Dean W.N. Toombs, Faculty of Education, University of Regina, Regina, Saskatchewan. S4S 0A2. Effective date of appointment: July 1, 1976. Closing date for applications: When vacancy is filled.

ENGINEERING

MCGILL UNIVERSITY. Department of Electrical Engineering. The department will appoint two or three new faculty members on or after 1 June, 1976: one in electrical power engineering, one in communications engineering (computer communications preferred), one in computer engineering, with special emphasis on image processing. Rank and salary open. Applications and enquiries to Chairman, Department of Electrical Engineering, McGill University, P.O. Box 6070, Montreal, Quebec, Canada, H3C 3G1.

UNIVERSITY OF NEW BRUNSWICK. Department of Electrical Engineering. The Department of Electrical Engineering at the University of New Brunswick has two faculty positions available at the assistant or

possibly associate professor level. The first position is in the electronics area with specialization in one or more of the following: digital systems, instrumentation, medical electronics. The second position is in the broad area of electrical machines and or electro-magnetic fields. Applicants should have a Ph.D. or significant industrial experience, and a strong interest in undergraduate and graduate teaching and research, and must be eligible for professional registration. Salary is dependent on qualifications and experience, the current assistant professor floor being \$14,000 and the current associate professor floor being \$18,200. Applications should be made to Dr. Eugene Hill, Chairman, Department of Electrical Engineering, University of New Brunswick, Fredericton, N.B., Canada. The closing date for application is when the positions are filled and the effective date of appointments is on or after July 1, 1976.

UNIVERSITY OF NEW BRUNSWICK. Department of Mechanical Engineering. Anticipates a one year term appointment at the level of Assistant Professor. Candidates should have a Ph.D. or equivalent and should be eligible for registration with the Association of Professional Engineers of New Brunswick. He/she will be required to teach in the area of Applied Mechanics, Machine Design and Kinematics, at the undergraduate and graduate level. Salary floor 1975, is \$14,000. Please reply giving details of experience, curriculum vitae, and the names and addresses of 3 referees by May 1 to Dr. J.E.S. Venart, Professor and Chairman, Department of Mechanical Engineering, University of New Brunswick, Fredericton, N.B. E3B 5A3. Date of appointment July 1, 1976.

UNIVERSITY OF SASKATCHEWAN. Department of Civil Engineering. Applications are invited for an Assistant Professor in the area of surveying and photogrammetry, including remote sensing and graphics. Duties will include teaching at the graduate and undergraduate level and participating in research programs. A graduate degree is essential, Ph.D. preferred, but experience will be considered. Closing date for applications is May 31, 1976, for possible appointment July 1, 1976. Applications, including curriculum vitae, experience and names of three references should be sent to: Professor C.D. Smith, Head, Department of Civil Engineering, University of Saskatchewan, Saskatoon, Saskatchewan, S7N 0W0.

ST. FRANCIS XAVIER UNIVERSITY. Department of Mechanical Engineering. A Mechanical Engineer with a post graduate degree is required to teach and assist with undergraduate one semester courses in Fluid Mechanics, Thermodynamics, Dynamics, Engineering Measurements and related Laboratory work. Both a Ph.D. and previous teaching experience are desirable. Rank and salary dependent upon qualifications. Applicant should possess necessary qualifications to be eligible to join the Association of Professional Engineers of Nova Scotia. Submit application, including particulars of qualifications, experience, personal information, transcripts to: Dr. John T. Sears, Dean of Arts and Science, St. Francis Xavier University, Antigonish, Nova Scotia, Canada.

UNIVERSITY OF TORONTO. Department of Civil Engineering. GEOTECHNICAL ENGINEERING. Applications are invited for a position as Assistant Professor on the tenure stream. The initial appointment will be for three years, starting preferably between July 1976 and January, 1977. The successful applicant will join a group which has responsibilities for undergraduate and graduate teaching and research in the Geotechnical area of Civil Engineering and Geological Engineering. Applicants should hold a doctorate in the appropriate area, a recent graduate will be preferred. Professional experience and/or the ability to apply current analytical techniques to geotechnical problems will be considered an asset. Salary will be commensurate with qualifications. Applications with curriculum vitae and the names of 3 referees should be sent to: Professor G.W. Henke, Chairman, Department of Civil Engineering, UNIVERSITY OF TORONTO, Toronto, Ontario, Canada, M5S 1A4.

ENVIRONMENTAL STUDIES

ALGOMA UNIVERSITY COLLEGE. Life Sciences and Environmental Studies. Invites applications for an assistant professor, preferably with a Ph.D., who will teach undergraduate courses in biochemistry, biological evolution and first-year

chemistry in an interdisciplinary program. In 1975-76, the base salary for assistant professor was \$15,250. Apply with resume, transcript, and three letters of reference to Dr. Donald Watkins, Principal, Algoma University College, Sault Ste. Marie, Ontario as soon as possible. Appointment effective July 1, 1976.

FAMILY STUDIES

UNIVERSITY OF GUELPH. Department of Family Studies. Rank open depending on experience. Ph.D. in Nutrition with emphasis in human nutrition and interest in relating nutrition to behavioural sciences. Specific interest and experience in nutrition education, community nutrition, and/or nutritional aspects of development desirable. Teaching of undergraduate and graduate courses in applied human nutrition. Conducting independent research. 1975-76 Minima: Professor \$24,500; Associate Professor \$19,300; Assistant Professor \$15,200. Dr. G.F. Kawash, Acting Chairman, Department of Family Studies, College of Family and Consumer Studies, University of Guelph, Guelph, Ontario, N1G 2W1, Canada. July 1, 1976. 12 month appointment, 2 teaching semesters, 1 research semester. When filled.

FRENCH

MCMASTER UNIVERSITY. Department of French. Applications are invited for two positions at the Assistant Professor Level for 1976-78 — one at least in linguistics to teach French at the undergraduate level. Ph.D. required; experience in the theory and practice of foreign language teaching, publications preferred. Salary according to experience. Application including curriculum vitae and names of three referees should be addressed to: Chairman, Department of Romance Languages, McMaster University, Hamilton, Ontario, L8S 4M2.

MEMORIAL UNIVERSITY OF NEWFOUNDLAND — REGIONAL COLLEGE AT CORNER BROOK. Department of French. Undergraduate teaching position. To teach French as a second language at the first and second year university level with emphasis on oral and written communication. The College offers first and second year university courses and attempts to provide the highest possible quality of instruction by appointing well qualified and experienced teachers. The College also seeks to provide an environment in which instructional innovation is encouraged and supported. Salary and rank dependent upon qualifications and experience. Curriculum vitae and names of three referees to: Dr. A.M. Sullivan, Principal, Memorial University of Newfoundland, Regional College at Corner Brook, University Drive, Corner Brook, Newfoundland, September 1, 1976. when position filled.

GEOGRAPHY

CARLETON UNIVERSITY. Department of Geography. Sessional Lecturer is required to present a third-year geography course in soils during the fall and winter terms of the 1976-77 academic year. The course involves two hours of lectures and two hours of lab contact per week. Subject matter would cover a broad range of soil topics including soil mineralogy, chemistry, physics, genesis, classification, and soil management. The course is taken by students in Geography, Geology and Biology, and has an edaphological rather than a pedological orientation. Qualifications would include a Master's degree, with Ph.D. preferred, fairly broad experience in soils studies. Salary would be a minimum of \$2,850, with increment depending on experience of applicant. Enquiries should be addressed to: Associate Professor D.M. Anderson, Chairman, Department of Geography, Carleton University, Colonel By Drive, Ottawa, Ontario, K1S 5B6.

UNIVERSITY OF GUELPH. Department of Geography. Vacancy for a geographer concerned with contemporary problems of the human use of the physical-biotic environment. An interest in rural land use and resource's issues as well as experience in the use of behavioural approach and remote sensing techniques desirable but not necessary. The appointment may be made at the associate professor rank. Applications, including a curriculum vitae and the names and addresses of three referees should be sent to: Dr. K. Kelly, Department of Geography, University of Guelph, Guelph N1G 2W1, Ontario, Canada.

UNIVERSITY OF MANITOBA. Department of Geography. Assistant or Associate Professor, appointment effective 1 July 1976. Ph.D. required. Strong preference for applicants specializing in quantitative techniques and urban geography, although specialists in land resources management, in the Canadian context, are also encouraged to apply. The successful candidate will be required to teach undergraduate courses in quantitative methods and to undertake graduate instruction and research supervision in the fields of specialty. Applications, with curriculum vitae and the names of three referees, should be sent to Dr. W.J. Brown, Head, Department of Geography, University of Manitoba, Winnipeg, Manitoba, R3T 2N2.

UNIVERSITY OF MANITOBA. Department of Geography. Visiting Lecturer or Assistant Professor for academic year, commencing September 1976. Ph.D. preferred. Instruction of undergraduate and graduate courses in geomorphology and assistance with teaching of introductory physical geography. Applications, with curriculum vitae and the names of three referees, should be sent to Dr. W.J. Brown, Head, Department of Geography, University of Manitoba, Winnipeg, Manitoba, R3T 2N2.

MEMORIAL UNIVERSITY OF NEWFOUNDLAND — REGIONAL COLLEGE AT CORNER BROOK. Department of Geography. Undergraduate teaching position. The successful candidate will be required primarily to teach the Introduction to Geography courses: Geography 1000 — 1001. This two semester course introduces such topics as the basic concepts, techniques, skills and equipment employed by geographers. A number of the major systematic fields of geography are also examined: population dynamics; location and interrelationships of economic activities; systems of territorial organization; and settlement patterns. The course includes seminar and practical work. Qualifications and research interest will determine the senior level courses that the appointee will be expected to offer both on campus and at regional centres within commuting distance through the Extension Service of the College. The College offers first and second year university courses and attempts to provide the highest possible quality of instruction by appointing well qualified and experienced teachers. The College also seeks to provide an environment in which instructional innovation is encouraged and supported. Salary and rank dependent upon qualifications and experience. Curriculum vitae and names of three referees to: Dr. A.M. Sullivan, Principal, Memorial University of Newfoundland, Regional College at Corner Brook, University Drive, Corner Brook, Newfoundland. September 1, 1976. When position filled.

HISTORY

CONCORDIA UNIVERSITY. Department of History. Applications are invited for a position in Quebec history or 19th c. Canada. Salary and rank dependent upon qualifications. Send curriculum vitae and names of referees to Dr. M. Vipond, Acting Chairman, History Department, Loyola Campus, Concordia University, 7141 Sherbrooke St. W., Montreal. Deadline March 15, 1976. NOTE: this position remains tentative, subject to budgetary decisions.

GLENDON COLLEGE — YORK UNIVERSITY. Department of History. Will make a one year sessional appointment in post 1815 European history in 1976-77; ability to teach in French as well as English is essential. The appointment will be made at the rank of lecturer or assistant professor, depending on qualifications. Applications and c.v.'s should be sent to Prof. Michiel Horn, Chairman, Department of History, Glendon College, 2275 Bayview Avenue, Toronto, Ontario M4N 3M6.

MCMASTER UNIVERSITY. Department of History. Applications are invited for a position at the Assistant Professor level in History in one of the following areas: 1) Far East (China-Japan); or 2) Near East (Mediterranean-Islam). Ph.D. required; some publication and teaching experience preferred. Appointment initially for two-year period, with some possibility of renewal contingent on budgetary considerations. Application including curriculum vitae and names of three referees should be addressed to: Chairman, Department of History, McMaster University, Hamilton, Ontario, L8S 4L8.

ROYAL ROADS MILITARY COLLEGE. Department of History and Political Science. Applications are invited for a position in

the area of history/political science at the level of Assistant Professor. Candidates should hold a Ph.D. in History or Political Science, have some teaching experience, and be qualified to teach modern European History, and an introductory course in Political Science. Terms and conditions of employment, including salary, meet Canadian university standards. The anticipated appointment will be for a non-renewable term of nine months (1 Sept. 76 to 31 May 77). Interested candidates should submit a curriculum vitae, including the names of three references to: Dr. E.S. Graham, Principal, Royal Roads Military College, FMO Victoria, B.C. V0S 1B0.

UNIVERSITY OF TORONTO. Department of History. ST. GEORGE CAMPUS. 1. Canadian History: assistant professor to teach courses in pre-Confederation Canadian history and probably a course in the history of Canadian women; Ph.D. required and preferably some experience and publication; salary \$15,000; appointment effective 1 July 1976. **2. Latin American History:** assistant or associate professor to teach an introductory course in Latin American history, advanced course or courses in the history of some South American country or countries; and possibly to participate in an introductory course on the third world; Ph.D. required and preferably some experience and publication; salary \$15,000 up depending on experience and funds available; appointment to be effective on either 1 July 1976 or 1 July 1977. **3.** We may also have a visiting position in nineteenth century American History, post 1850 at the assistant professor level, if funds permit. Applications should be addressed to Professor J.B. Conacher, Chairman, Department of History, University of Toronto, Toronto, Ontario, M5S 1A1.

HOME ECONOMICS

UNIVERSITY OF WASHINGTON. School of Home Economics. Autumn, 1976. Assistant Professor historic costume and textiles, social-psychological, ethnic aspects of textiles and clothing. Upper division and graduate courses. Research oriented; interest in curriculum development. Ph.D. completed or near completion, college teaching experience, demonstrated research ability. Salary commensurate with qualifications. Equal opportunity employer. Send vitae to: Dr. Mary Louise Johnson, Director, School of Home Economics, DL-10, University of Washington, Seattle, WA 98195.

HUMANITIES

YORK UNIVERSITY. Division of Humanities. Possible appointment. Salary and rank open depending on experience and qualifications. Areas of interest in Interdisciplinary studies: Comparative Literature, Ideology and Culture, Literature and the History of Ideas, Education and Culture. Applications including curriculum vitae and names of three referees to: Professor Eli Mandel, Chairman, Recruiting Committee, Division of Humanities, York University.

HUMAN JUSTICE SERVICES PROGRAM

UNIVERSITY OF REGINA. Human Justice Services Program. The successful candidate will assist in developing a program of research and instruction for students with varied experimental and academic backgrounds, leading to a certificate and/or degree. The proposed program is flexible, but it is anticipated that it will relate to people's perception of formal and informal justice systems, and the interaction of these perceptions with the community, police, court, correctional and rehabilitative programs. Emphasis will be placed on an experimental and research approach. There will also be an applied dimension in the program. Teaching and research in the program will be a major responsibility. **QUALIFICATIONS:** An academic background with considerable appropriate experience. Canadian experience preferred. **SALARY:** Commensurate with education and experience. Range — \$14,540 — \$21,083 (Assistant Professor); \$19,083 — \$26,963 (Associate Professor). **CLOSING DATE:** As soon as appropriate candidates are available. **SUBMIT APPLICATIONS TO:** Otto H. Driedger, Director, Human Justice Services Program, University of Regina, Campion College, East Podium, Regina, Saskatchewan, Canada S4S 0A2. Phone (306) 584-4776.

LANGUAGES

UNIVERSITY OF ALBERTA. Department of Linguistics. Two appointments for 1976-77. Assistant Professor. Ph.D., teaching experience at the undergraduate and graduate levels; research areas from at least two of the following: psycho-

linguistics, language acquisition, experimental phonetics, phonological theory. Salary range: \$15,832 — \$17,123 depending on experience. **Sessional Lecturer.** Eight or 12 month appointment. Ph.D. or Master's degree enroute to Ph.D. Teaching undergraduate courses including syntax, phonology, and phonetics. Salary (for 12 month appointment): \$11,884 without Ph.D., \$15,184 with Ph.D. Salaries will be increased July 1 by a cost-of-living adjustment. Send vitae and names of three referees to: Dr. G.D. Prideaux, Acting Chairman, Department of Linguistics, University of Alberta, Edmonton, Alberta, Canada T6G 2H1.

CONCORDIA UNIVERSITY — LOYOLA CAMPUS. Department of Modern Languages and Linguistics. The department of Modern Languages and Linguistics announces a possible opening, at the Assistant Professor level in Spanish language and literature. Qualifications: Ph.D. or equivalent, teaching experience at the undergraduate level in Canadian Universities or Colleges. Preferences given to specialist in language teaching and translation. Responsibilities include supervising of language courses, and teaching Peninsular Spanish Literature. Applicants should forward a curriculum vitae, names of three referees, and a letter describing their teaching interests to: H. Famira, Ph.D., Chairman, Dept. of Modern Languages and Linguistics, Concordia University, Loyola Campus, 7141 Sherbrooke St. West, Montreal, H4B 1R6. Salary to be negotiated.

UNIVERSITY OF MANITOBA. Department of German. Applications are invited for a one year appointment (leave replacement) as Assistant Professor, to begin July 1, 1976. Ph.D. and teaching experience are required, specialization in 20th century literature and/or linguistics preferred. Salary: \$14,000. Apply to: C.O. Lappe, Acting Head, Department of German, University of Manitoba, Winnipeg, Manitoba, Canada, R3T 2N2.

UNIVERSITY OF SASKATCHEWAN. Department of Greek and Roman Studies. Lecturer, one-year appointment from July 1, 1976. Ph.D. preferred. To teach undergraduate classes in languages and classical studies. Minimum salary for lecturers, 1975-76, \$11,722. P.M. Swan, Acting Head, Department of Greek and Roman Studies, University of Saskatchewan, Saskatoon, Canada, S7N 0W0.

UNIVERSITY OF TORONTO — SCARBOROUGH COLLEGE. Department of Italian. Assistant Professor with Ph.D., teaching Italian language and/or literature. Persons with particular interest in language teaching are especially encouraged to apply. Salary to be negotiated within the Assistant Professor range. Applications to be sent to Peter Richardson, University of Toronto, Scarborough College, West Hill, Ontario, M1C 1A4 before 15 March 1976.

LIBRARY

SAINT MARY'S UNIVERSITY. University Librarian. Applications are invited for the position of University Librarian. A graduate degree in Library Science and considerable administrative experience are essential. The successful applicant will be responsible for developing services in a new Library building and will head a permanent staff of 5 professionals and 25 non-professionals. The Library, with holdings of 143,000 volumes, serves the needs of approximately 4,000 students at the undergraduate and masters level. Standard fringe benefits. Salary is negotiable depending upon qualifications and experience. Apply to: Dr. D.O. Carriagan, President, Saint Mary's University, Halifax, Nova Scotia, Canada, B3H 3C3.

MATHEMATICS

UNIVERSITY OF ALBERTA. Department of Mathematics. Applications are invited for the position of Chairman of the Mathematics Department in the Faculty of Science. The appointment will be with tenure at the rank of Professor and for an initial term of 5 years as Chairman. Distinction in research and experience in teaching and administration will be decisive factors in the selection, with no restriction as to fields of interest or other circumstances. Salary and conditions will be negotiable. Applications (with Curriculum vitae, publications list, names of three referees, etc.) or enquiries to be sent to: Dr. D.M. Ross, Dean of the Faculty of Science, University of Alberta, Edmonton T6G 2E1, Alberta, Canada.

CARLETON UNIVERSITY. Department of Mathematics. Applications are invited for anticipated one year teaching or research positions in the following areas: Pure Mathematics, Modern Applied Mathematics, including Computing Science, and

Probability and Statistics. Applications with an up-to-date curriculum vitae, names of two references and a brief description of teaching and research interests should be sent to: Dr. D.A. Dawson, Chairman, Department of Mathematics, Carleton University, Ottawa, Ontario, K1S 5B6.

MCMASTER UNIVERSITY. Department of Applied Mathematics. Applications are invited for the position of Assistant Professor from persons with a Ph.D. and post-doctoral experience. Duties: undergraduate teaching and research. Research activity is important, but the field is not crucial; some preference for interests in relativity or in integral transforms. Teaching ability essential. Apply to Dr. M.A. Preston, Chairman, Department of Applied Mathematics, McMaster University, Hamilton, Ontario, L8S 4K1. Appointment effective July 1, 1976 or as arranged.

MCMASTER UNIVERSITY. Department of Mathematics. Applications are invited for an appointment at the Assistant Professor level in Mathematics or Statistics, commencing July 1, 1976. Salary commensurate with experience and qualifications. (\$14,300 is salary floor for 1975-76). Submit curriculum vitae and names and addresses of three referees to: Dr. C.R. Riehm, Chairman, Department of Mathematics, McMaster University, Hamilton, Ontario, L8S 4K1.

MEMORIAL UNIVERSITY OF NEWFOUNDLAND — REGIONAL COLLEGE AT CORNER BROOK. Department of Mathematics. Undergraduate teaching position. The College offers first and second year university courses and attempts to provide the highest possible quality of instruction by appointing well qualified and experienced teachers. The College also seeks to provide an environment in which instructional innovation is encouraged and supported. Salary and rank dependent upon qualifications and experience. Curriculum vitae and names of three referees to: Dr. A.M. Sullivan, Principal, Memorial University of Newfoundland, Regional College at Corner Brook, Corner Brook, Newfoundland. September 1, 1976. When position filled.

ROYAL ROADS MILITARY COLLEGE. Department of Mathematics. Applications are invited for a position in the Department of Mathematics at the level of Assistant Professor. Candidates should hold a Ph.D. and have some teaching experience. Duties include both teaching and research. Other terms and conditions of employment, including salary, meet Canadian university standards. The anticipated appointment will be for a non-renewable term of nine months. (1 Sept. 76 to 31 May 77). Interested candidates should submit a curriculum vitae, including names of three references, to: Dr. E.S. Graham, Principal, Royal Roads Military College, FMO Victoria, B.C. V0S 1B0.

UNIVERSITY OF SASKATCHEWAN. Department of Mathematics. Applications are invited for a one year appointment as Assistant Professor, commencing July 1, 1976. Applications, including a curriculum vitae and the names of three referees should be sent to Dr. G.H.M. Thomas, Head, Department of Mathematics, University of Saskatchewan, Saskatoon, Sask., S7N 0W0.

MEDECINE

UNIVERSITY OF CALGARY. Faculty of Medicine. Applications and nominations are invited for the position of Professor and Head, Division of Obstetrics and Gynaecology, and Director of the Department of Obstetrics and Gynaecology, Foothills Hospital. The successful applicant will be expected to have an interest in undergraduate and graduate medical education, and to be a well established active investigator. The position is to be filled July 1, 1976, or as soon as possible. Salary will be according to qualification and experience. Nominations and/or applications will be received by Dr. L.E. McLeod, Dean, Faculty of Medicine, The University of Calgary, Calgary, Alberta, Canada, T2N 1N4. Applications are to be accompanied by a detailed curriculum vitae.

MEMORIAL UNIVERSITY OF NEWFOUNDLAND. Faculty of Medicine. Physiologists with a Ph.D. and/or M.D. and post-doctoral training are invited to apply for the position of Assistant, or possibly Associate Professor of Physiology in the Faculty of Medicine, Memorial University of Newfoundland. The duties include contributing to the teaching of physiology in an integrated medical curriculum as well as some physiology teaching to nursing and science students. The successful candidate should preferably have a strong back-

ground in cardiovascular/respiratory and/or renal/body fluids physiology and will be expected to develop a research program. The Faculty of Medicine is presently expanding its facilities in a new Health Science Center which is a part of the Memorial University Campus. The salary will be commensurate with experience and qualifications and the position will be available for September 1, 1976 or by negotiation. Applications, including curriculum vitae and the names and addresses of three referees, should be sent to: Dr. C.R. Triggle, Chairman, Physiology Search Committee, Faculty of Medicine, Memorial University, St. John's, Newfoundland, Canada, A1C 5S7. The application deadline is April 15, 1976.

UNIVERSITY OF TORONTO. Banting and Best Department of Medical Research. MOLECULAR ENDOCRINOLOGIST. Applications are invited for the position of Assistant or Associate Professor in the Banting and Best Department of Medical Research, University of Toronto. Candidates should have demonstrated ability to carry out independent research in molecular and cellular endocrinology. Preference will be shown towards those working in molecular aspects of hormone action, or in the role of hormones in gene expression. The beginning date is negotiable but must be arranged before September 1st, 1976. Candidates should send a curriculum vitae and have three letters of recommendation sent to: Search Committee Chairman, Banting and Best Department of Medical Research, University of Toronto, 112 College Street, Toronto, Ontario, M5G 1L6, Canada.

MUSIC

BRANDON UNIVERSITY. School of Music. (Subject to funding Performing violist with substantial teaching and performing experience.) Master's degree or above preferred, but not a prerequisite. Teaching will include viola and violin (privately and in class), chamber music and possibly an additional class. Salary negotiable. Appointment effective September 1, 1976. Applications should be sent to Dr. Lorne Watson, Director, School of Music, Brandon University, Brandon, Manitoba, Canada.

CARLETON UNIVERSITY. Department of Music. Position: One year appointment at Assistant Professor rank. Specialization: Musicology (Mediaeval / Renaissance). Qualifications: Ph.D. with teaching experience preferred. Duties: To teach history courses in B.Mus. programme, to initiate & lead a Collegium Musicum. Salary: Negotiable. Appointment: July 1/76 to June 1/77. If interested, please send application & supporting credentials to: Chairman, Dept. of Music, Carleton University, Ottawa, Ontario. K1S 5B6.

UNIVERSITY OF GUELPH. Department of Music. Assistant Professor. Minimum of Masters degree, performance ability. Teaching of undergraduate music history and literature courses. 1975-76 rank: \$15,200 — \$19,300. Send curriculum vitae and names of three referees to Dr. Stanley Saunders, Director of Music, University of Guelph, Guelph, Ontario, N1G 2W1. July 1, 1976. When position filled.

UNIVERSITY OF MANITOBA. School of Music. Special Lecturers. Two one-year positions available for 1976-77. MA or Ph.D. preferred. Undergraduate survey and period courses in music history, plus electives. Salary commensurate with qualifications and experience. Applications and curriculum vitae to Dr. C.F. Haenselman, Director, School of Music, University of Manitoba, Winnipeg, Manitoba, R3T 2N2. Appointment September 1, 1976. Closing date until both positions filled.

MCMASTER UNIVERSITY. Department of Music. Applications are invited at the Assistant Professor level for an expert in the field of Music Theory to teach in both graduate and undergraduate programmes. The appointment initially will be for a two-year term. The selected candidate will be expected to teach Form and Analysis, and Harmony and Counterpoint, to an advanced level. Ph.D. or equivalent is required. The Department will, however, consider applications from candidates with a solid reputation in their field (gained perhaps through published books and articles) who do not possess a higher degree. Salary will be commensurate with experience. Applications should be addressed to: Chairman, Department of Music, McMaster University, Hamilton, Ontario. L8S 4M2.

NATIVE STUDIES

BRANDON UNIVERSITY. Department

of Native Studies. Applications are invited for the position of Assistant or Associate Professor of Native Studies, qualified in one or more of the following areas: Metis history, government, Native philosophy, and Native Research methods. Salary and rank commensurate with experience and qualifications. Ph.D. preferred, Masters essential. Appointment effective July 1, 1976. Closing date for applications is April 1, 1976. Applicants are requested to provide a curriculum vitae and the names of three referees. Completed applications should be sent to Dr. Arthur W. Blue, Head, Department of Native Studies, Brandon University, Manitoba, Canada.

NURSING

DALHOUSIE UNIVERSITY. School of Nursing. 1. Coordinator of a masters program now in its first year, with plans for expansion. Professor or Associate Professor of Nursing to direct the graduate program in association with the Director of the School. It is expected that the candidate will have completed a doctorate, and have had clinical, nursing education and research experience. The appointment provides opportunity for teaching in the graduate and undergraduate programs and for research in own area of interest. 2. The graduate program also needs expertise in medical-surgical nursing, at doctoral or masters level. 3. Faculty positions will be available in mental health and psychiatric nursing and in community health nursing. Minimum: Masters degree. Apply with curriculum vitae to Muriel E. Small, Director, School of Nursing, Dalhousie University.

MEMORIAL UNIVERSITY OF NEWFOUNDLAND. School of Nursing. Memorial University of Newfoundland School of Nursing, St. John's, Newfoundland, is expanding due to increased enrolment, and will have faculty positions available September 1, 1976 or January 1, 1977 for teachers with knowledge of Curriculum Development and competency in Nursing of Children, Maternal-Child Nursing, Psychiatric Nursing, and Community Nursing. Direct applications to: Margaret D. McLean, Director, School of Nursing, Memorial University of Nfld., St. John's, Newfoundland.

MOUNT SAINT VINCENT UNIVERSITY. School of Nursing. Positions available for all clinical nursing areas in an integrated four-year baccalaureate program, offered in cooperation with Dalhousie University School of Nursing. Master's degree in clinical specialty areas, and/or curriculum development, education required. Positions involve responsibility for theory and clinical teaching in local hospitals. Candidates should be available July 1, 1976. Applications, with curriculum vitae, should be directed to Dr. Walter Shelton, Academic Dean, Mount Saint Vincent University, Halifax, Nova Scotia, Canada, B3M 2J6.

UNIVERSITY OF NEW BRUNSWICK. Faculty of Nursing. Positions available July 1, 1976 for four teachers who can qualify as Assistant or Associate Professors in a baccalaureate program with 260 students. One teacher needed with Master's degree and experience in community nursing and one with Master's degree and experience in medical and surgical nursing. Other teachers needed to guide basic and Post-R.N. students in clinical experience in hospitals and community. Modern new curriculum, well equipped self-instructional laboratory, new community hospital, beautiful small city. Write: Dean, Faculty of Nursing, The University of New Brunswick, Fredericton, New Brunswick.

QUEEN'S UNIVERSITY. School of Nursing. Queen's University is accepting applications for two faculty appointments in the School of Nursing. Desired qualifications: competence as clinician and teacher in nursing of children or psychiatric nursing, a good foundation in the life sciences, experience in community health nursing, master's degree required. Rank and salary commensurate with qualifications. Send resumé and references. Dean, School of Nursing, Queen's University, Kingston, Ontario, K7L 3N6.

UNIVERSITY OF SASKATCHEWAN. College of Nursing. Applications are invited for several one year term appointments with the possibility of re-appointment to tenurable positions. Preference will be given to candidates with graduate preparation and experience in Maternal-Child, Primary Care, Community, and Mental Health Nursing plus interest in clinical research. Curriculum revision is underway and persons with a flexible and energetic approach to change will be welcomed. Address enquiries to Hester J. Kernan, Dean, College

of Nursing, University of Saskatchewan, Saskatoon, Saskatchewan, S7N 0W0.

PHARMACY

UNIVERSITY OF SASKATCHEWAN. College of Pharmacy. Invites applications and nominations for the position of DEAN. The College of Pharmacy has 300 undergraduate students. The curriculum has been progressively revised. Scientific research is established and students have been graduated at the M.Sc. and Ph.D. levels. It is expected that the Dean will provide effective leadership towards strengthening of both the clinical pharmacy and scientific research programs. In the selection, consideration will be given to scholarly accomplishments, and experience in teaching, administration, and the practice of pharmacy. Closing date for applications is April 30th, 1976. Applications (with curriculum vitae and names of three referees) or nominations should be sent to: President R.W. Begg, University of Saskatchewan, Saskatoon, Saskatchewan, S7N 0W0, Canada.

PHILOSOPHY

UNIVERSITY OF VICTORIA. Department of Philosophy. Applications are invited for the position of Assistant or Associate Professor, a continuing appointment, with a regular two-year contract. Teaching and Research Experience (preferably with publications), and a Ph.D. or equivalent. Duties include undergraduate teaching of Philosophy in Literature, Kant, and Post-Kantian Continental Philosophy. Current salary floors: Assistant Professor, \$14,400; Associate Professor, \$18,500. Appointment to begin July 1, 1976. Please address letter of application, including curriculum vitae and names of three referees, to the Chairman, Professor K.W. Rankin, Philosophy Department, University of Victoria, Victoria, B.C. V8W 2Y2. Closing date: when posts are filled. The University of Victoria reserves the right not to fill this vacancy.

PHYSICAL EDUCATION

CONCORDIA UNIVERSITY — LOYOLA CAMPUS. Department of Bio-Physical Education. The Dept. of Bio-Physical Education, Faculty of Arts & Science, Concordia University, Montreal, is seeking candidates for anticipated new positions. Qualifications: Doctorate and a record of teaching excellence with an interest and expertise in one or two of the following areas: Motor Learning; Early Childhood & Elementary School Physical Education; Outdoor Education; Science of Physical Education Applied to Secondary Schools Typical and Atypical Population; Health Science, Recreation, Salary and Rank: Commensurate with qualifications. Interested candidates submit curriculum vitae to: Dr. Edmund F. Enos, Chairman, Dept. of Bio-Physical Education and Director of the Institute of Comparative Physical Education, Loyola Campus, Concordia University, 7141 Sherbrooke St. W., Montreal, Quebec.

UNIVERSITY OF MANITOBA. School of Physical Education. Applications are invited for possible academic staff openings for the 1976-77 university year. It is likely that needs will be present in some of the following areas: 1. Kinesiology (team teaching of undergraduate course). 2. Motor Learning (team teaching of undergraduate course). 3. Recreation (assistance with an undergraduate sequence of courses). 4. Women's Activity Laboratories and/or coaching (basketball, volleyball, field hockey, track and field, gymnastics, archery, orienteering, skiing, skating, synchronized swimming, racquet sports). Appointment level and salaries to be negotiated. A young and expanding program with new facilities. Applications, including curriculum vitae and names of three referees, to be submitted to: Professor John A. MacDiarmid, Director, School of Physical Education, The University of Manitoba, Winnipeg, Manitoba, R3T 2N2.

PHYSIOLOGY

QUEEN'S UNIVERSITY. Department of Physiology. Cardiovascular or Respiratory Physiologist. Applications are invited from mammalian cardio-respiratory physiologists with the Ph.D. and/or M.D. degree for appointment to a faculty position as an Assistant or Associate Professor. Applicants should have a proven research ability and teaching experience at undergraduate and graduate levels. A curriculum vitae including a complete list of publications and the names of three referees should be sent to Dr. D.B. Jennings, Chairman of the Selection Committee, Department of Physiology, Queen's University, Kingston, Ontario, Canada, K7L 3N6.

PHYSICS

UNIVERSITY OF CALGARY. Department of Physics. A post-doctoral position is available immediately for experimental work in the field of auroral x-rays. Applicants should have some experience in balloon and rocket experimentation and a good background in electronics. Remuneration \$800 per month according to regulations of National Research Council of Canada. Apply with particulars to: D. Venkatesan, Department of Physics, University of Calgary, Calgary, Alberta, Canada, T2N 1N4. Closing date: March 31 1976.

UNIVERSITY OF CALGARY. Department of Physics. POST-DOCTORAL FELLOWSHIP IN STELLAR EVOLUTION. Applications are invited for an immediate position in a project on the evolution of massive stars and massive binaries. Apply with curriculum vitae and request three persons intimately familiar with your work and abilities to write letters of reference to: Professor S.R. Sreenivasan, Department of Physics, University of Calgary, Calgary, Alberta, Canada, T2N 1N4. Salary and terms according to NRC recommendations plus assistance toward travelling expenses.

MCMASTER UNIVERSITY. Department of Physics. Applications are invited for one or two faculty positions at the Assistant Professor level. The salary will be commensurate with qualifications; floor for 1975-6 is \$14,300. Applicants with postdoctoral experience will be preferred. The Department has major research programmes (both pure and applied) in experimental and theoretical low energy nuclear physics (centred on a 5 megawatt research reactor and a Model FN Tandem VanDeGraff accelerator), in experimental and theoretical solid state physics (based on the well equipped laboratories of the Materials Research Institute and the reactors at McMaster and Chalk River) and in quantum optics. The Department is interested both in strengthening these programmes and in extending its efforts to other fields, such as astronomy and intermediate energy nuclear physics. We have no plans to enter the areas of high energy physics or plasma physics. Within this rather broad definition of interests, the quality of the applicant will weigh more heavily than his field of expertise. The appointment(s) are expected to take effect on July 1, 1976, but can be held over until 1977 if necessary. Applications with curriculum vitae and the names of three referees should be sent to: Dr. M.W. Johns, Chairman, Department of Physics, McMaster University, Hamilton, Ontario L8S 4K1.

POLITICAL SCIENCES

UNIVERSITY OF ALBERTA. Department of Political Science. Applications are invited for the position of Research Director, Centre for Strategic Studies. Two years with possible extension for an additional three years, to assume direction of and to carry out research in the fields of Canadian defence policy in the north and Canadian Resource policy. Applicants should have the Ph.D. and a proven research and publication record in the Strategic Studies. The major responsibility of the position is research with additional responsibility for a seminar in the areas of research. Salary is competitive and negotiated to applicant's qualifications and experience. Curriculum vitae, the names of at least three referees and official transcripts of academic work should be sent to Professor R.E. McKown, Chairman, Department of Political Science, University of Alberta, Edmonton, Alberta, T6G 2H4 by April 1, 1976. Date of appointment will be July 1 or earlier if successful applicant is available. Selection will be announced as soon after April 1st as possible.

UNIVERSITY OF ALBERTA. Department of Political Science. Applications are invited for the position of assistant professor of Political Science. Areas of specialization: Canadian politics, Empirical Theory and Research, Urban politics, public administration or policy analysis desirable. Position is subject to availability of funds but salary would be competitive and negotiated according to qualifications. Candidates should hold the Ph.D. at time of appointment. The deadline for receipt of applications is April 30, 1976; date of appointment is July 1, 1976. Curriculum vitae, the names of at least three referees and official transcripts should be sent to R.E. McKown, Chairman, Department of Political Science, University of Alberta, Edmonton, Alberta, T6G 2H4.

ALGOMA UNIVERSITY COLLEGE. Department of Political Science. Required for Summer School Session (July 5, 1976 to August 13, 1976) instructor to teach senior

course at the undergraduate level in Political Science — Government and Politics of the United States of America. Ph.D. or Ph.D. in process plus undergraduate teaching experience preferred. Please send letter of application, curriculum vitae, transcripts of record and three letters of reference to Dr. D. Watkins, Principal, Algoma University College, Sault Ste. Marie, Ontario, P6A 2G4.

ALGOMA UNIVERSITY COLLEGE. Department of Political Science. Invites applications for a probationary teaching appointment in the areas of political theory, international relations and political development. Ph.D. or A.B.D. with experience preferred. 1975-76 salary bases were \$12,300 (lecturer) and \$15,250 (assistant professor). Apply with resumé, transcript and names of three referees to Dr. Donald Watkins, Principal, Algoma University College, Sault Ste. Marie, Ontario, before March 31, 1976. Appointment effective July 1, 1976.

CARLETON UNIVERSITY. Department of Political Science. Applications are invited from specialists in International Relations with special competence in IR theory and methodology interested in a one year appointment beginning July 1, 1976 at Assistant Professor level. Ph.D. required. Minimum salary \$14,500. Curriculum vitae and names of three referees should be sent to Chairman, Appointments Committee, Department of Political Science, Carleton University, Ottawa, K1S 5B6. Appointment subject to the availability of funds.

CARLETON UNIVERSITY. Department of Political Science. Applications are invited from specialists in Canadian politics with competence in one, two or more of the following subfields: policy, public administration, intergovernmental relations, provincial government, constitution and federalism—interested in one or two year appointments, beginning July 1, 1976. Rank and salary according to qualifications. Ph.D. completed (or near completion). Curriculum vitae and names of three referees should be sent to Chairman, Appointments Committee, Department of Political Science, Carleton University, Ottawa, K1S 5B6. Appointments subject to the availability of funds.

PSYCHOLOGY

COLLEGE OF CAPE BRETON. Department of Psychology. Is seeking two instructors to teach courses in Cognitive Psychology and Psychological Principles in Educational Evaluation for the Summer School session extending from July 5 until August 13, 1976. Interested applicants should send curriculum vitae and names of three referees to Chairman, Department of Psychology, College of Cape Breton, Sydney, N.S.

UNIVERSITY OF GUELPH. Department of Psychology. Applications are invited for a position in applied social or community psychology at the assistant or associate professor level for September 1976. The person hired for this position should have the following competencies: 1. an active research program with an applied focus in social psychology or community mental health; 2. teaching skills for graduate courses in at least one of the following areas: (a) field research techniques; (b) program evaluation; (c) small group processes; (d) social planning and social policy; (e) organizational psychology; 3. teaching skills for undergraduate courses in: (a) introductory social, (b) social issues, (c) social interaction. Applicants should send vitae, the names of three referees, and copies of recent publications or unpublished reports to: Dr. P.D. Duda, Appointments Officer, Department of Psychology, University of Guelph, Guelph, Ontario, N1G 2W1.

UNIVERSITY OF GUELPH. Department of Psychology. Applications are invited for a position as Assistant Professor in developmental or applied child psychology to begin September, 1976. Responsibilities will include teaching graduate and undergraduate courses in assessment and learning disabilities, supervision of graduate student practicums, and participation in the potential development of a Ph.D. program. Background in child clinical, educational psychology, retardation, and assessment and learning disabilities would be appropriate. At present the Department has 35 full-time Faculty (8 in the developmental area). The developmental area offers M.S. programs in both experimental and applied child. Applicants should send vitae, the names of three referees, and copies of recent publications or unpublished reports to: Dr. P.D. Duda, Appointments Officer, Department of Psychology, University of Guelph, Guelph, Ontario, N1G 2W1.

UNIVERSITY OF LETHBRIDGE. Department of Psychology. Applications are invited for an appointment in Clinical Psychology at the Assistant Professor level to begin July 1, 1976. It is expected that applicants will have a Ph.D. with specialization or post-doctoral experience in clinical psychology and an established research record. Duties will include research and undergraduate teaching in the areas related to clinical psychology. Salary will be commensurate with experience. Assistant Professor range is \$15,495 to \$20,157 (under review). Send application, vitae and names of three references to: Dr. R.H. Barnsley, Chairman, Department of Psychology, University of Lethbridge, Lethbridge, Alberta, T1K 3M4.

COLLEGE OF CAPE BRETON. Department of Psychology. Applications are invited for positions in the following areas: (a) Social, Environmental and/or Organizational Industrial Psychology and (b) Personality Theory and Abnormal Psychology. Both openings are at the Assistant Professor level. Ph.D. required. Applicants should send a vitae and names of three references to: Chairman, Department of Psychology, College of Cape Breton, Sydney, Nova Scotia, B1P 6J1.

SAINT FRANCIS XAVIER UNIVERSITY. Department of Psychology. One position, Assistant to Full Professor, to teach courses in developmental and social psychology. Preference will be given to candidates with research experience in developmental and/or social psychology. Ph.D. required by September 1976. Send curriculum vitae and names of three references to: R.W. Johnson, Ph.D., Department of Psychology, St. Francis Xavier University, Antigonish, Nova Scotia, Canada, B0H 1C0.

SECRETARIAL ARTS

MOUNT SAINT VINCENT UNIVERSITY. Department of Secretarial Arts. Applications are invited for the position of Lecturer of Secretarial Studies. Qualifications for the position are a Master's degree in Business Education with undergraduate studies in Secretarial Science. Secretarial and/or administrative experience is desirable. Position will be available July 1, 1976 (dependent on university budget decisions). Salary will be in accordance with qualifications and experience. Inquiries should be addressed to: Chairman, Business-Secretarial Department, Mount Saint Vincent University, Halifax, Nova Scotia, B3M 2J6.

SOCIAL SCIENCES

ST. THOMAS UNIVERSITY. Department of Social Sciences. Applications are invited for a one year replacement position during 1976-77 with the possibility of extension. The candidate should have a Ph.D. or be near completion of it. Rank and salary will depend upon the candidate's qualifications and experience. Please send curriculum vitae and a list of references to Professor J. McFarland, Economics section, Department of Social Sciences, Saint Thomas University, Fredericton, N.B., E3B 5G3.

YORK UNIVERSITY. Department of Social Science. Rank: negotiable. Field: Ph.D. in Canadian Studies with an emphasis on either political institutions, political culture or political movement. Undergraduate teaching in interdisciplinary program.

Commensurate with qualifications and experience. Professor T.D. Traves, Appointments Committee, Social Science Division, York University, 4700 Keele Street, Downsview, Ontario, M3J 1P3. July 1, 1976 (pending confirmation of funds). March 15, 1976.

SOCIAL WORK

CARLETON UNIVERSITY. School of Social Work. Position available in the Master's program, in social administration and policy. The position involves teaching, research, and field work supervision. The teaching focus will be on policy, planning, and administration at the social service program level. Candidates should be involved in developing new conceptions of social welfare and formulating new frameworks for practice. Salary and rank negotiable according to qualifications and experience. Enquiries should be sent to the Director, School of Social Work, Carleton University, Ottawa, Ontario.

KING'S COLLEGE. Department of Social Work. Several positions available. Appointment date: July 1st, 1976 — Rank open. Submit detailed vitae and names of three references to: T.J. Smith, Director, Department of Social Work, King's College, 266 Epworth Avenue, London, Ontario, N6A 2M3. Duties include classroom and field teaching of undergraduate students in Social Work. Qualifications: advanced University degree in Social Work and relevant teaching/practice experience. Main interests, and preparation should be on Social Policy or Research Methods with secondary interests in Community Development, Human Behaviour, Social Environment and Social Work Practice.

UNIVERSITY OF WINDSOR. School of Social Work. Is anticipating additional faculty positions for the 1976-77 academic year in the field practice, methods, human behaviour and community practice. Curriculum areas of both BSW and MSW programs. Preference will be given to candidate holding a post masters degree in Social Work along with suitable academic and professional experience. All appointments are subject to budget approval. For further information and applications please contact: B.J. Kroeker, Director, School of Social Work, University of Windsor, Windsor, Ontario.

ZOOLOGY

UNIVERSITY OF MANITOBA. Department of Zoology. The Department of Zoology invites applications for two positions (1) Assistant Professor in Animal Physiology. Qualifications include Ph.D. Duties to teach in areas of animal and human physiology and to develop a strong programme of research in invertebrate physiology. (2) Sessional Lecturer in mammalogy and wildlife management. One year sabbatical leave replacement for 1976-77. Qualifications include Ph.D. in final stages of completion. Duties will include teaching a senior course in these disciplines and contributing a block of lectures to a second year course in chordate zoology. Salaries will be commensurate with qualifications and experience. Applications including curriculum vitae, recent publications and names and addresses of three referees should be sent to Dr. C.C. Lindsey for the physiologist position and to Dr. H.E. Welch for the mammalogy position. Department of Zoology, University of Manitoba, Winnipeg, Manitoba, R3T 2N2.

THE CAUT BULLETIN

Editor: Carolyn Masleck
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